

# The Magna Carta School

## Special Educational Needs Policy

This policy complies with the statutory requirement set out in:

- Children and Families Act 2014 and related regulations
  - *SEND Code of Practice 0 – 25*
  - *Schools SEN Information Report Regulations*
  - *Statutory Guidance on Supporting students at school with medical conditions*
  - *Keeping Children Safe in Education*
- Equality Act 2010: advice for schools DfE (2013)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Health and Social Care Act 2012
- Teachers Standards (2012)

This policy should be read in conjunction with the following policies:

- Admissions
- Equal Opportunities.
- Assessment and Feedback.
- Behaviour management.
- Homework.
- Model CP and Safeguarding.

### Introduction

Inclusion is a key feature of educational policy: schools, working with other agencies, aim to provide high quality personalised provision for all students, regardless of age, gender, ethnicity, attainment and background. Any student, including those with disabilities that impact on their access to education, that requires 'additional or different' provision, to that provided for all students, is deemed to have 'special educational needs' (SEN).

*'The ultimate purpose of SEN provision is to enable young people to flourish in adult life. There are therefore strong educational, as well as social and moral grounds for educating children with SEN with their peers.'*  
(*Excellence for all children, DfEE, 1997*)

The Magna Carta School aims to provide a safe, happy, and caring environment for Learning. Not all students with disabilities have Special Educational Needs, and not all students with SEN meet the definition of disability but, this policy covers all of these students (as a group SEND). This policy describes the school's aims and objectives in providing for students with SEND and establishes the 'additional and different' arrangements and interventions in place to meet them.

The School is pleased to admit any child to the school, providing that the school does not exceed its capacity in any year group and that the presence of the child does not compromise the learning of others. The school does not discriminate against students who have SEN but are not statemented or do not have an EHCP. Within the constraints determined by the physical characteristics of the site, the school admits children with physical disability, including visual or hearing impairment. The school takes reasonable steps to improve access for the disabled but the school buildings consist of a number of blocks, separated by open areas, with some uneven surfaces and most blocks are two storeys or more, with numerous staircases and no lifts

- SEN Governor is Kathy Evans
- The SENCo, Miss R Kippin holds the National Award for SEN (NASENCo Award).
- Mrs Dunn is the SLT SEN Lead

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## **Aims and objectives**

We aim to recognise the unique value and individuality of every student with SEND and raise their aspirations and outcomes. We operate a 'whole student, whole school' approach to the management and provision of support for SEND. All teachers are teachers of SEN and all staff members are expected to make additional and different provision for students with SEND, modelling positive, inclusive attitudes to SEND.

We aim to provide a caring and motivating learning environment which meets the needs and fosters the development of the whole child with SEND:

- To identify and meet the needs of children with SEND, breaking down barriers and enabling them to access the curriculum, learn effectively and fulfil their potential
- To encourage independence and self-esteem in students with SEND, enabling them to recognise and value their own achievements and be fully involved in their own learning
- To educate students with SEND, wherever possible, alongside their peers, within the normal curriculum, in their chronological age group
- To enable students with SEND to play a full part in all aspects of school life, preparing them to take their place in the wider community

To achieve these aims we will:

- Work within the guidance provide in the SEND Code of Practice 2014
- Focus on the outcomes for children and young people and not just hours of provision/support.
- Communicate effectively with parents, informing them of any special educational provision for their child, taking into consideration their views and engaging their active support.
- Provide a Special Educational Needs Co-ordinator(SENCO) and other staff to promote and support the needs of students with SEND
- Provide support and advice for all staff working with students with SEND
- Ensure all governors, especially SEND governors, are up-to-date and knowledgeable about the School's SEND provision
- Ensure SEND is an integral part of the School's Development Plan
- Ensure the quality of SEND provision is continually monitored
- Promote effective partnership and involve outside agencies when appropriate

## **A Graduated Response Identification**

The Magna Carta School is committed to early identification of SEND, in line with the Code of Practice 2014. Identification and assessment are initiated by one or more of the following:

- Information from previous school or outside agency (e.g. Primary school)
- Whole-school baseline testing, Fisher Family Trust data, MidYIS and NC levels
- Diagnostic testing
- Tracking and observing individual students
- Staff request
- Parental or student request;

We identify the needs of students by considering the needs of the whole child, not just their SEN. Other factors that are not SEN but may impact on progress and attainment include:

- Disability
- Attendance and Punctuality
- Health and Welfare issues
- Having English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman/woman
- Early Mental Health Challenges

## **Support at Transition**

The school recognises that periods of transition may hold a particular challenge for students with SEN. LS staff visit feeder Primaries to discuss all transferring students with SEN and to assess their level of need, so that the SEN Register can be prepared for the beginning of the Autumn Term. The most vulnerable students are offered the opportunity to visit the school before and/or after Induction Day and join Transition Projects run by Specialist Teachers or East 2 West.

LS staff and prefects support identified students during Induction Day and LS teachers are available to meet parents at the Parents Evening held on the eve of Induction Day. Yr 11 prefects work with students on Induction Day and during the first few days of the Autumn Term. LS staff focus support on Yr 7 during the first few weeks of the Autumn Term. Yr 10 'peer supporters' are attached to Yr 7 & 8 forms to support students throughout their first two years.

Students are also supported in transition to education and training and employment post 16. Students with EHCPs are given individual specialist support and advice. Other students are given support with choices and applications through PSHE and by the Learning Support Team.

***See our SEN Information Report for further information on how we identify students with SEN and how we work with parents and outside agencies, especially at times of transition. (Appendix 1, of this policy and also published separately on our website)***

## **Provision Waves**

SEN are categorised into four key areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and/or Sensory Need

Our SEN Provision Map identifies our graduated response to need, categorised as three 'waves' of provision. Students move up the waves/levels of intervention if a need is identified, and targets are not achieved after intervention; students move down the waves/levels of intervention when targets are achieved and barriers have been overcome. The support we can offer to students requiring 'additional and different' provision is not static and is developed and implemented in a cycle of Assess – Plan - Do – Review.

**Wave 1** Universal Provision is the high-quality everyday offer for all students. Quality First Teaching is based on clear objectives, shared with students, and uses lively, interactive teaching styles and multisensory techniques. All teachers are responsible and accountable for the progress and development of all students in their class, regardless of SEN. Additional intervention and support cannot compensate for a lack of good quality teaching and these approaches are the best way to minimise, from the outset, the number of students who require additional support to make progress. Individual Teachers and tutors initially attempt to overcome barriers and must record any meetings, interventions and progress.

Students are only identified as SEN if they do not make adequate progress after they have had good quality personalised teaching as described in Wave 1. **Wave 2** Targeted SEN Provision describes additional small-group or short term interventions for students to support them to overcome learning barriers. Provision at this stage is described in a Pathway Plan and may involve specialist agency advice or intervention.

If initial interventions are not successful a student may move to **Wave 3** interventions following a Pathway Review. Wave 3 Specialist Provision describes interventions for students who need more long-term intensive, individualised support and who often have a Statement of SEN or an Education, Health and Care Plan in place.

***See our SEN Provision Map for further information on our graduated response to the four areas of need, including liaison with outside agencies, exam access arrangements (Appendix 2 of this policy and also published separately on our website)***

#### **Pathway Plans and the SEN Register**

When Wave 1 intervention does not overcome barriers a referral is made to the SENCo/Learning Support for advice and possible 'additional and different' Wave 2 intervention. At this stage students can be added to the SEN Register, coded 'K' on the School Information Management System (SIMS) and a Pathway Plan is initiated, placing the students at the heart of the process. If they continue to need a high level of support students will move to Wave 3 interventions.

On-going, effective communication with parents is a key factor in the development of effective interventions to support students' SEN. If a student's needs are related to Health and Social issues it may be appropriate to complete an Early Help Assessment, building a 'Team Around the Family' (TAF) to provide support and intervention and monitor progress and Intervention.

In a few cases, 1-2% of all students, appropriate provision can only be implemented via an Education Health and Care Plan, which replaces the former 'statement' of SEN, coded E or S on the School Information Management System (SIMS).

An EHCP identifies the barriers to learning and appropriate provision to overcome them. The EHCP is reviewed annually and before the review, information is gathered from all subject teachers and the pastoral team, current performance is assessed and reports are requested from relevant agencies, parents and the students themselves. With parental consent, Annual Reviews are held at specific times for different year groups, to correspond with the key events for different Year groups or a year pending from when the student received the EHCP.

The new Code of Practice is being introduced as a rolling programme:

One Page Profiles and Pathway Plans are central to the ethos of the new Code of Practice. One Page Profiles are completed by students, with support, to inform staff and parents of what is important to them and how they want to be helped. Pathway Plans identify needs and barriers to learning and set targets, with strategies to achieve them:

***See our SEN Pathway Plan for further information on how our graduated response is implemented (Appendix 3 of this policy and also published separately on our website)***

### **Supporting students with medical conditions or physical disabilities**

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. Where there is a need for medical intervention in school, students should have an Individual Healthcare Plan.

Some may also have special educational needs (SEN) and may have an EHCP which brings together health and social care needs, as well as their special educational provision.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. In compliance with The Disability and Discrimination Act, as amended by the SEN and Disability Act 2001, and the Equality Act 2010, we increase over time the accessibility of our school/site.

***See our Medical Policy which describes the arrangements in place in school to support pupils at school with medical conditions and our Equality Policy, incorporating our Accessibility Plan***

### **SEN funding and resources**

SEN funding comes from a variety of sources, primarily:

- Level 3 - ISPSB (Individual Statemented Pupil Support Band) for EHCPs
- Level 2 – Funding from a various streams e.g. underperforming year 7's, social need
- Level 1 - A percentage of the school's notional budget.

The Head of School, the School Business Manager and the SENCO liaise to ensure that SEN funding is allocated appropriately, best serving the needs of students with SEN.

The vast majority of SEN funding is committed to LS staffing, teachers and Teaching Assistants. Other SEN funding is allocated to: a proportion of pastoral staffing; staffing to allow smaller classes for many lower sets; homework club and equipment/resources.

All staff are expected to attend regular training on SEN issues, identified by tracking and evaluating student progress and needs. The SENCo regularly attend the Surrey and Babcock SENCO network meetings and training in order to keep up to date with local and national updates in SEND.

### **Evaluating SEN Provision**

The SEN Policy, including the SEN Information Report and Provision Map is reviewed once a year, in the autumn term.

The criteria by which the monitoring and evaluation of SEN provision are undertaken are described below:

- Student Annual Reviews
- Students' One page Profiles, active engagement in their learning and progress
- The successful inclusion of Special Education Needs issues in development plans
- Involvement of all staff in INSET courses relating to SEN issues
- SLT involvement in SEN issues

Effective monitoring/evaluation of the SEN provision is dependent upon the maintenance of accurate and up to date records. ***See the school's Information Management Policy***

### **Roles and responsibilities**

The Head of school and the Governors are responsible for determining the school's general policy, establishing appropriate staffing and funding and maintaining an oversight of the school's work. They must ensure that the school makes reasonable adjustment to overcome barriers and does not discriminate against applicants with SEND. The Governors produce an annual SEN Information Report on the school and ensure that SEND provision is an integral part of the School Development Plan.

### **Dealing with complaints**

We work with parents and other agencies to try to resolve issues informally and in the best interests of students. If a parent, whose child is on the SEN Register, wishes to complain about SEN provision or policy, they should, in the first instance raise it with the SENCO, who will endeavour to resolve the situation. If the issues cannot be resolved within 10 working days, the parent may request to speak to the SEN SLT Line Manager. If an issue is still not resolved parents may submit a formal complaint using the School's Complaint procedure.



## Appendix 1

### The Magna Carta School

### SEND Information Report

This document sets out The Magna Carta School's provision for students with SEND and answers the 14 key questions identified by the Department for Education: it should be read in conjunction with The SEND Policy and Provision Summary, The Equality Policy and Accessibility Plan, The Behaviour and Attendance Policy

	Question	School Response
1	How does TMCS know if students need extra help and what should I do if I think my child may have special educational needs?	<ul style="list-style-type: none"><li>• We receive information from students' previous schools and carry out baseline testing and other assessments, including MidYIS and Lucid.</li><li>• The progress of all students is monitored regularly by class/subject teachers and the senior leadership team, so that when a student is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the student concerned.</li><li>• If parents/carers have concerns about the progress or attainment of their child they should in the first instance speak to their child's form tutor, class teacher, progress lead who will then liaise with the Learning Support Team as appropriate.</li></ul>
2	How will TMCS staff support my child?	<ul style="list-style-type: none"><li>• Our Provision Summary shows the range of interventions available which may be used when we identify a need for additional support.</li><li>• When the school identifies the need for additional intervention, to enable a student to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further.</li><li>• We monitor the progress of all students receiving additional support to ensure that the provision we have put in place is having a positive impact. When necessary we seek advice and intervention from outside agencies.</li><li>• Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND and they receive an annual report from the SENCO on the progress of students with SEND.</li></ul>

	<b>Questions</b>	<b>School Response</b>
<b>3</b>	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> <li>• All teachers are provided with information on the needs of individual students so that they can plan effective teaching and learning, to ensure that all students are able to make progress.</li> <li>• Differentiation is made for groups and individuals according to need: for example, teachers will modify worksheets and language to support a student with speech and language needs.</li> <li>• As students move up the school they are able to make guided choices regarding their subjects so that the curriculum they follow allows them to achieve their potential and prepare for their future path into education or employment with accredited training.</li> </ul>
<b>4</b>	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> <li>• Reports and Parents' Evenings provide regular feedback on children's progress and effort.</li> <li>• Parents/carers can monitor their child's attendance, behaviour and homework via our SIMS Learning Gateway.</li> <li>• When appropriate, parents/carers are contacted to discuss the support that the school is providing and how they can help their child at home: this may be in writing, by phone or a meeting. Students are expected to take increasing responsibility for their learning as they move up through the school.</li> </ul>
<b>5</b>	What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> <li>• All students are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities.</li> <li>• Our Behaviour policy, which includes guidance on expectations, rewards and sanctions, sets out how we ensure the well-being of our students.</li> <li>• Our Equality and Inclusion Policy describes additional and different provision for specific groups.</li> <li>• We have a strong pastoral team and trained staff are available to help individual students with specific issues, including anti-bullying interventions and medical needs.</li> <li>• We work with outside agencies (See response to Question 6).</li> <li>• Information about individual student's disabilities or medical needs is available to all members of staff through SIMS, our data system.</li> <li>• We closely monitor attendance, support students returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.</li> <li>• Students' views are central to our ethos and are sought by teachers and tutors, through School Council and other forums.</li> <li>• All staff members employed by the school are 'vetted' to ensure their suitability to work with children and receive training regarding safeguarding and child protection.</li> </ul>

	<b>Questions</b>	<b>School Response</b>
6	What specialist services and expertise are available at or accessed by TMCS?	<ul style="list-style-type: none"> <li>• Educational outside agencies who work with and in the school include: Educational Psychology (EPS); Behaviour Support (BS); Learning and Language Support (LLS); Physical and Sensory Support Service (PSSS), including Hearing and Visually Impaired (HI and VI); Outreach Services eg ASD and MLD specialists; Access to Education; Surrey Young Carers Raising Ethnic Minority Achievement (REMA), including Traveller Service.</li> <li>• We work with Surrey Short Stay Schools and other schools in the local area to support students' behaviour and social development</li> <li>• We liaise with health services including: Speech and Language Therapy (SaLT); Occupational Therapy (OT); Physio-therapy (PT);</li> <li>• Learning and Language Surrey, Child and Adolescent Mental Health (CAMHS); specialist health professionals regarding specific conditions/ individual's needs.</li> <li>• We work with community services including: Social Services; Community Police; Careers/Education advice agencies; Youth Support Service; Family Support Service.</li> <li>• We have a Home School Link Worker to support families</li> <li>• We employ East 2 West, to support students with emotional or social needs</li> <li>• When buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</li> </ul>
7	What training have the staff supporting students with SEND had?	<ul style="list-style-type: none"> <li>• All staff members, including TAs and HLTAs, receive regular training to best support our students with SEND to improve provision for all students and to develop enhanced skills and knowledge to deliver more focused and individualised support</li> <li>• Our Special Needs Co-ordinator (SENCo) is a qualified teacher and holds the National SENCO qualification. All our teaching assistants are trained to support students in the classroom and some have more specialised training in teaching literacy, supporting behaviour, EAL or specific disabilities.</li> </ul>
	<b>Questions</b>	<b>School Response</b>
8	How will my child be included in	<ul style="list-style-type: none"> <li>• Our Equality and SEND Policies promote the engagement of all our students in all aspects of the curriculum, including activities outside the classroom.</li> </ul>

	activities outside the classroom including school trips?	<ul style="list-style-type: none"> <li>Where there are concerns of safety and access, risk assessments are carried out and reasonable adjustments are made whenever possible to ensure that all students can participate: where applicable parents/carers are consulted and involved in planning.</li> </ul>
9	How accessible is TMCS environment?	<ul style="list-style-type: none"> <li>Our Equality Policy describes how our environment has been adapted to improve accessibility and the Accessibility Plan sets out our future developments in this aspect. Our policy and practice adheres to The Equality Act 2010.</li> <li>We monitor the languages spoken by families in our settings and make use of translation sites or endeavour to arrange for a translator to attend meetings when necessary.</li> </ul>
10	How does TMCS support my child to make the transition into TMCS and then onto their next setting when they leave	<ul style="list-style-type: none"> <li>We have an Induction programme in place for welcoming all new learners to TMCS.</li> <li>We provide additional transition support for vulnerable students in Year 6, coordinated by the Learning Support Team.</li> <li>We have strong relationships with local primary schools, schools with sixth forms and colleges and we share information with these settings to support students' transitions.</li> <li>We provide advice and guidance for all students preparing to move on to their next phase in education, or employment with training. For some students additional provision may include supporting visits to local colleges and sixth forms.</li> </ul>
11	How are TMCS's resources allocated and matched to students' special educational needs?	<ul style="list-style-type: none"> <li>Our finances are monitored and audited regularly to ensure that our financial resources are used effectively.</li> <li>We allocate resources to support the strategic aims of our setting as well as the needs of individual students.</li> <li>SEN resources are used to provide a range of interventions for different types and levels of need, as described in our SEND Policy and Provision Map Summary</li> <li>We seek to ensure a 'value for money' service, so all interventions are costed and their impact is evaluated.</li> </ul>
	<b>Questions</b>	<b>School Response</b>
12	How is the decision made	<ul style="list-style-type: none"> <li>'Quality First' inclusive practice is delivered by all staff to enable students to achieve and progress.</li> <li>If additional support is required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary.</li> </ul>

	about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> <li>• All interventions are monitored for impact and outcomes are defined at the start of any intervention.</li> <li>• The SENCo oversees all additional support.</li> </ul>
<b>13</b>	How are parents involved in TMCS?  How can I be involved?	<ul style="list-style-type: none"> <li>• We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations.</li> <li>• We operate an open-door policy to allow parents to contact staff in writing or by phone, with a meeting if necessary: in most cases parents should contact their child's tutor in the first instance.</li> <li>• Parents can sign up to the SIMS Learning Gateway to monitor their child's behaviour, attendance and homework.</li> <li>• There are various events including Parents' evenings, Options Evening and Careers Fairs when parents can meet with teachers about their child or gain insight into our provision for students</li> <li>• We run parent focus groups in order to listen to any parental concerns.</li> <li>• Our Governing Body includes Parent Governors/representatives.</li> </ul>
<b>14</b>	Who can I contact for further information	<ul style="list-style-type: none"> <li>• In the first instance, parents/carers are encouraged to talk to their child's tutor or Head of House.</li> <li>• For students with SEND, further information and support can be obtained from the SENCo.</li> </ul>

Appendix 2

The Magna Carta School

SEND Provision Map

Our school motto is Respect, Learn, Aspire, Achieve. Our aim is to create an inclusive environment where all members are valued and able to flourish and achieve their potential. This document sets out the provision we make for students, from our whole school ethos to specific interventions for individual students with specific, high level needs.

**Wave 1 Universal Provision describes the high-quality everyday offer for all students. Teaching is based on clear objectives, shared with students, and uses lively, interactive teaching styles and multisensory techniques. These approaches are the best way to minimise, from the outset, the number of students who require additional support to make progress.**

Cognition and Learning	Speech, Language & Communication	Sensory & Physical	Social, Emotional and Mental Health
<p>Assessment of cognitive potential (MidYIS testing).</p> <p>Quality First Teaching and feedback from staff to support progress.</p> <p>Differentiated curriculum planning to extend and support students' learning needs, with literacy and numeracy skills taught across the curriculum.</p> <p>Staff trained to accommodate the needs of students with learning needs.</p> <p>Multisensory approach to teaching and learning.</p> <p>Access to IT resources.</p> <p>Learning Resource Centre open 8am to 4:30 daily, with Homework Club.</p> <p>On-line learning opportunities in school and at home eg My Maths and SAM</p>	<p>Quality First Teaching and feedback from staff to support progress.</p> <p>Differentiated curriculum planning to extend and support students' language skills, with speaking, listening and communication skills taught across the curriculum.</p> <p>Staff trained to accommodate the needs of students with language needs.</p>	<p>A safe, learning environment with disabled access to most areas and risk assessments when necessary.</p> <p>Qualified first aiders and staff trained to use equipment such as epipens.</p> <p>Staff awareness of the learning needs of students with disabilities or medical conditions eg hearing impairment, diabetes and epilepsy.</p> <p>Support for Visual Impairment eg VI-friendly lighting in all classrooms, text enlargement, coloured overlays.</p> <p>Flexible timetables and teaching arrangements.</p>	<p>A safe, learning environment with clear expectations for behaviour founded on respect for all.</p> <p>Specialist teaching regarding well-being, including PSHE lessons, and assemblies eg revision strategies, anti-bullying, e-safety.</p> <p>Staff trained to accommodate students with SEMH needs using positive behaviour management strategies.</p> <p>Pastoral Support System, starting with tutors and Heads of Houses and Year 7.</p> <p>Student responsibility including School Council, House Captains, Prefects, Peer Supporters and Anti-bullying Ambassadors.</p> <p>Transition support from Yr6 to Yr7.</p> <p>Advice about Further Education and</p>

**Wave 1 Universal Provision describes the high-quality everyday offer for all students. Teaching is based on clear objectives, shared with students, and uses lively, interactive teaching styles and multisensory techniques. These approaches are the best way to minimise, from the outset, the number of students who require additional support to make progress.**

Cognition and Learning	Speech, Language & Communication	Sensory & Physical	Social, Emotional and Mental Health
<p>Learning.</p> <p>Celebration of effort, progress, effort and achievement.</p> <p>Head of Yr11 Academic Progress.</p>			<p>employment with training.</p> <p>An extensive extra-curricular programme.</p>

**Wave 2 Targeted Provision describes additional small-group or short term interventions for students to support them to overcome learning barriers.**

Cognition and Learning	Speech, Language & Communication	Sensory & Physical	Social, Emotional and Mental Health
<p>Further modified curriculum and differentiated teaching to take into account students' difficulties eg modified worksheets.</p> <p>Small group or individual withdrawal interventions for learning needs, eg literacy teaching and Key Stage 3 booster groups in English and Maths.</p> <p>Book Buddies Reading scheme.</p> <p>Different ways to record work eg Neos.</p> <p>Exam access arrangements.</p>	<p>Further modified curriculum and differentiated teaching to take into account students' difficulties eg pre teaching vocab, simplified language.</p> <p>Small group or individual withdrawal intervention for speech and language needs.</p> <p>Different ways to record work eg Neos.</p> <p>Exam access arrangements.</p> <p>External Agency involvement by Speech and Language Therapy Service, Learning and Language Support, ASD</p>	<p>Further modified curriculum and differentiated teaching to take into account students' difficulties eg specific seating arrangements, pass to move between classes when corridors are quiet.</p> <p>Risk management assessments.</p> <p>Individual interventions for development of fine and gross motor skills.</p> <p>Adapted equipment eg pencil grips, coloured overlays, Neos, fidget gadgets.</p>	<p>Further modified curriculum and differentiated teaching accommodating students' SEMH needs eg 'time out' cards, LS Pass, additional prompts to refocus, modified rewards and sanctions.</p> <p>Risk management assessments.</p> <p>Breakfast Club, lunchtime groups or 'quiet places'.</p> <p>Emotional Literacy Support Assistant, including Drawing and talking therapy and Lego therapy.</p> <p>ELSA (emotional Literacy Support</p>

**Wave 2 Targeted Provision describes additional small-group or short term interventions for students to support them to overcome learning barriers.**

Cognition and Learning	Speech, Language & Communication	Sensory & Physical	Social, Emotional and Mental Health
<p>Gifted and Talented Support.</p> <p>External agency involvement including Educational Psychology, Learning and Language Support, ASD Outreach Service, REMA Service Support for students for whom English is a second language.</p>	<p>Outreach Service, Educational Psychology. Lego Therapy, ELSA support.</p>	<p>Exam access arrangements.</p> <p>External agency involvement including Occupational and Physio Therapy, Specialist Health Agencies, Physical and Sensory Support Service Health, including Visual and Hearing Impairment Services.</p>	<p>Assistant) trained by an Educational Psychologist</p> <p>Behaviour and Social Skills mentors offering 1:1 and small group support.</p> <p>ASD mentor and 'social stories'. Transition support.</p> <p>Short term interventions eg Vision Project, YES, YES+, Short Stay School Placements.</p> <p>Alternative Provision for some Key Stage 4 students.</p> <p>Exam access arrangements.</p> <p>External agency involvement including CAMHS, Paediatric Behaviour, Behaviour Support Service, Educational Psychology, ASD Outreach, Social Services, Home school link worker.</p>

**Wave 3 Specialist Provision describes interventions for students who need more intensive, individualised support and who often have a Statement of SEN or an Education, Health and Care Plan in place.**

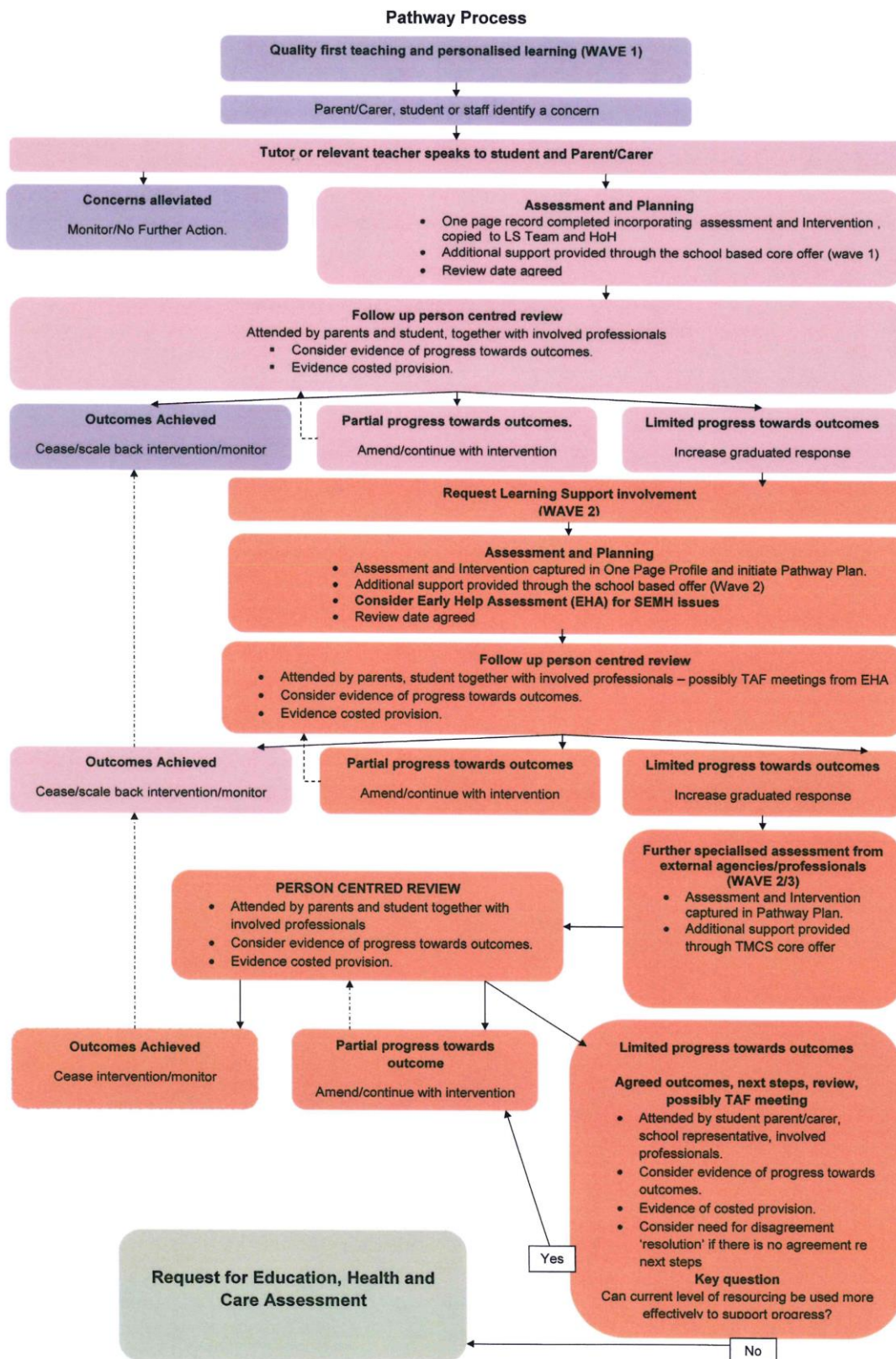
Cognition and Learning	Speech, Language & Communication	Sensory & Physical	Social, Emotional and Mental Health
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**Wave 3 Specialist Provision describes interventions for students who need more intensive, individualised support and who often have a Statement of SEN or an Education, Health and Care Plan in place.**

<b>Cognition and Learning</b>	<b>Speech, Language &amp; Communication</b>	<b>Sensory &amp; Physical</b>	<b>Social, Emotional and Mental Health</b>
<p>Student-centred Personal Profile identifying interests, skills, needs and support.</p> <p>Named 'link' member of staff.</p> <p>Flexible, personalised curriculum and timetable.</p> <p>Individualised differentiation with targeted in-class support.</p> <p>Precision teaching.</p>	<p>Student-centred Personal Profile identifying interests, skills, needs and support.</p> <p>Named 'link' member of staff.</p> <p>Flexible, personalised curriculum and timetable.</p> <p>Individualised differentiation with targeted in-class support.</p> <p>Precision teaching.</p>	<p>Student-centred Personal Profile identifying interests, skills, needs and support.</p> <p>Named 'link' member of staff.</p> <p>Flexible, personalised curriculum and timetable.</p> <p>Individualised differentiation with targeted in-class support.</p> <p>Precision teaching.</p>	<p>Student-centred Personal Profile identifying interests, skills, needs and support.</p> <p>Named 'link' member of staff.</p> <p>Flexible, personalised curriculum and timetable.</p> <p>Individualised differentiation with targeted in-class support.</p> <p>Precision teaching.</p>

## Appendix 3 SEN Pathway Plan



#### Appendix 4: LS Department staffing

Staffing for the Academic year 2017-2018 is as follows:

- **Teaching Staff** - The Department has one full-time teaching staff:

**Miss Kippin** Full-time SENCo,  
BA (Hons), National SENCo Award

- **High Level Teaching Assistants(HLTAs) and Teaching Assistants (TAs)**

Teaching Assistants provide an invaluable service for students with SEN, primarily supporting them in class, enabling them to access the curriculum alongside their peers. (See Job description) In addition, several TAs have achieved HLTA status and where appropriate have been given HLTA posts with additional responsibilities

**Mrs Sheridan** Full-time HLTA, Maths intervention

**Mrs Pears** Full-time HLTA, Book Buddies lead, Lucid testing, Cognition and Learning class drop in support -HLTA training, KS4 Literacy intervention

**Mrs Hall** Full time TA

**Mrs Angus** Part time TA, Club Chill for ASD and vulnerable students, Literacy support years 7-9

**Mr de Paiva** Full time TA, Lego Therapy

**Mrs Miyanji** Full-time Learning Support Administrative Assistant

**Mrs Butler** Full time TA Parent Wellbeing Ambassador

**Ms Allen** Full time apprenticeship TA, Homework support Part-time

**Ms McEvoy** Full time TA

**Mrs Hammond** Part time TA and ELSA

All members of the LS Department are encouraged to continue their professional development in the following ways:

Individual members of the LS Department have different areas of expertise and impart this knowledge/skill to other members of the Department as required.

Any member of the Team is able to apply, to RKN initially, to go on any course which would enhance their practice and thereby benefit students' learning.

## **Appendix 5    Glossary**

ADHD	Attention Deficit (Hyperactivity) Disorder
ASD	Autistic Spectrum Disorder (including Asperger's Syndrome)
CoP	Code of Practice
DfE	Department for Education (previously DCSF, DfEE and DfES)
EHCP	Education Health and Care Plan (replaces 'statements' of SEN)
HI	Hearing Impairment
HLTA	High Level Teaching Assistant
LA	Local Authority
LAC	Looked-After Children (in care/fostered)
LS	Learning Support
MLD	Mild Learning Difficulty (also known as LD or GLD)
K	Code for students requiring SEN intervention, without an EHCP/statement
PD	Physical Disability
S	Statemented (Formerly highest level of SEN need, being phased out)
SEMH	Social, Emotional or Mental Health needs
SEN	Special Educational Needs
SENCo	SEN Coordinator
SLCN	Speech, Language or Communication Needs
SNT	Special Needs Teacher
SpLD	Specific Learning Difficulty (usually Dyslexia)
TA	Teaching Assistant
VI	Visual Impairment