

Special Educational Needs and Disability (‘SEND’) Policy

Chepstow House School

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Job title: SENDCo & DDSL

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SECTION 1



Vision/Mission Statement

In a happy and purposeful family environment, where every member of the school community is important and are all valued as individuals, Chepstow House School aims to discover the best in every child and challenge them to go beyond their expectations.

Chepstow House School will deliver high quality, independent education in a co-educational environment.

The school is a centre of learning excellence, where children can develop as well-rounded individuals, while growing and interacting as part of a community that promotes a spirit of collaboration, collective accountability and responsibility.

Unless a difference between school and nursery is stated any reference to school refers to the school and nursery.

Background

A child with special educational needs or disability (SEND) is one who may not be able to gain full access to the curriculum offered to the majority. Their needs will be identified as:

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

National figures indicate that around 14% of school age pupils have special educational need support. Generally, they will exhibit a discrepancy between expected performance and actual performance. Irrespective of their intellectual ability, specific challenges may inhibit their ability to work to their potential.

This policy clarifies the approach we take to accommodating pupils with SEND challenges and supporting them in maximising their potential.



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 child as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they:

- Have a significantly greater difficulty in learning than the majority of children 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 children or young people of the same age

A pupil 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 pupils will have additional needs at some time during their educational career, which may not be deemed to be ongoing and may only be short term. It is also recognised that some pupils 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
- TA – Teaching Assistant
- LSA – Learning Support Assistant
- EHCP – Education, Health and Care Plan
- ILP - Individual Learning Plan



Admissions policy in relation to SEND

Chepstow House endeavours to accept all pupils, regardless of any disability (SEND) of which it is aware. The School asks parents if special needs should be taken into consideration, including English as an additional language (EAL). In assessing any pupil or prospective pupil the school may take such advice and require such assessments as considered appropriate. This is to ensure that the School can provide the right environment for the child's academic and pastoral needs. The life of the School is enhanced by inclusive policies but equal importance must be given to ensuring that no pupil's education is impaired.

We consider all children for admission to the school who have the ability and aptitude to access an academic curriculum. Pupils whose SEND are suited to the curriculum are welcome provided that we have the appropriate resources and facilities to offer them the support they require. Subject to this, the School will be sensitive to any requests for confidentiality.

The School will arrange special early admissions meetings with parents of disabled prospective pupils to discuss special arrangements.

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

- Parents must disclose to the school any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. The school reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.
- Based on such disclosure, the school will confirm whether or not it is able to fully meet the needs of the child.
- A child entering the school for year 1 or above will have a taster in the classroom, from year 3 a more formal assessment will be required alongside a classroom-based taster. This is to ascertain if they will academically fit into their cohort. Where a parent has declared special arrangements and or diagnosis, these are discussed with the admissions team and the SENDCo. Concessions are granted for access arrangements, following the Joint Council for Qualifications (JCQ) guidelines.

Where a child's SEND is identified, or develops, after the child has started at the school, we will endeavour to continue support the child 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 child and of the school community to remain at the school.

Where, in our judgement, either of these conditions no longer apply, we reserve the right to withdraw a place at the school. 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 pupils with SEND, by providing a focus on outcomes and not simply hours of provision or support
- Ensure that all pupils 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 school
- Encourage pupils with SEND to take as full a part as possible in all school activities
- Educate pupils 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 pupils 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 for pupils who have special educational needs and additional needs and/or disability
2. To work within the guidance provided in the SEND Code of Practice, 2015
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and disability
4. To provide support and advice for all staff working with special educational needs and disabled pupils
5. The SENDCo/SEND teacher, teacher, pupil and parents will form a working partnership to ensure that appropriate support is established and maintained
6. Provision and progress will be monitored and reviewed regularly
7. Outside agencies will be involved when appropriate
8. Resources will be managed to ensure needs can be appropriately met



Section 2 – Implementation and Monitoring

Identification, Provision, Monitoring, Resources and CPD

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

Skills and attainment will be assessed via school based and online assessment and classroom observation. At the same time, we will consider whether a child 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 pupils, is the first step in responding to those who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. 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 pupils are evaluated through a range of indicators:

- The outcome of standardised twice-yearly assessments
- The outcome of internal school exams
- Concerns raised by parents, the pupil 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 observations and assessments. Class and Subject teachers will make regular assessment of all pupils and identify those who are making less than expected progress.

STAGE ONE: Monitor Stage

The identification of SEN or disabilities is built into the overall approach to monitoring the progress and development of all pupils. The class teacher has the initial responsibility for this; the most important and effective method of assessment in all areas of the curriculum is teacher observation. The first response to any pupil within this category will be highly targeted teaching at the area of weakness by the subject and/or class teacher with high quality differentiation and scaffolding strategies to support learning tasks and activities.



STAGE TWO: Action Stage for Significant Emerging Concerns (or an identified special educational need or disability)

The following may further be employed in class: reflecting on alternative ways in which to support the pupil via visual representations, chunking information, presenting vocabulary prior to learning, over-learning techniques, paired learning with a higher-level pupil, practical activities to consolidate learning and so on.

All pupils with suspected SEN or disabilities, whose needs are not easily met through classroom differentiation and support from the class teacher, will initially undergo an in-house referral process. An Individual Learning Plan (ILP) (see appendices) is created for a number of children, by class teachers and the Head of Nursery detailing individual children, their area of concern and the action being taken in consultation with the SEND Coordinator and with permission from the parents (see appendices). This plan monitors progress and targeted interventions, within the classroom and in 1:1 or small group sessions in or out of the class with a member of the SEND team. Class teachers follow this plan with support from the SEND Coordinator.

STAGE THREE: Action Stage for Significant Concerns Needing Outside Intervention

Where procedures at stage two have not produced satisfactory progress, the SEND Coordinator will initiate further support from external agencies. If necessary and if there are complex needs, a joint decision will be made between the SENDCO, class teacher, Head Teacher and parents and the local authority may be contacted with a view to applying for an Education, Health and Care Plan (EHCP) for the child.

NOTE:

Persistent disruptive or withdrawn behaviour do not necessarily mean that a child has SEND. If there are concerns, a brief out-line assessment will be made by the SENDCO and the school team working with the child, to try to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. Parents 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 pupil progress data and teacher views or concerns. Additional information, such as private assessments will be used in conjunction with our own data.

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

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



Finally, a pupil's SEND need will be recorded on the SEND Register. The SEND Register records pupils who are receiving assistance, providing an overview of each pupil's needs and current support in place. The Register is a working document that is updated termly with consultation between the SENDCo and Class teachers.

Provision

Special Educational Provision means:

- *Educational or training provision that is additional to, or different from, the educational provision made generally for children of the same age... SEND Code of Practice, 2015*

The school uses its 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 pupil 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 to the cycle are: Assess, Plan, Do, Review (SEND Code of Practice 2015). The cycle takes in to account a growing understanding of the pupil's needs and of which interventions enable the pupil to make good progress. See the appendices for details.



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

SEND Provision may take a number of forms that are specifically appropriate to support the identified individual needs of a child. For literacy and mathematical difficulties, pupils will receive support within the classroom and/or be withdrawn for small group or individual teaching sessions where appropriate.

Individual Learning Plans (ILP's) will be available to all staff via the teacher's shared site.



Pupils 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 Learning Plans (ILPs)

Some pupils receiving 1:1 support from a teacher, will have an Individual Learning Plan (see Appendices) with personalised targets. This will be shared thrice yearly at a meeting with parents/carers and the pupil (if age-appropriate) to review the plans.

The meeting will be led by the Class Teacher and/or the SENDCo/SEN teacher, with their good knowledge and understanding of the pupil. The meeting will review progress, set clear targets to move forwards, discuss the support that will be given to help the pupil achieve the targets and identify the responsibility of the parent, pupil and school. 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 ILP will be made available to all staff working with the pupil and given to the parents/carers.

Any pupil 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 SENDCO, parents, 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.

Touch Typing

Children who are dyslexic and have difficulty with handwriting and committing the written word to paper can touch type if they:

- Can type faster than they can write, approx. 30 words per minute
- Can open and save documents independently, finding their work unaided
- Can print their work independently
- Are fully capable of keeping their laptop charged and taking care of the laptop in all regards.

<https://www.theschoolrun.com/touch-typing-for-children>



Reasonable adjustments for examinations

We believe in best practice. Therefore, the Joint Council for Qualifications (JCQ) guidelines for the implementation of reasonable adjustments is followed within our school 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 standardised data, which fall within the JCQ guidelines.

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

Involving specialists

Where a pupil 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, parents/carers are advised to involve the school if specialist provision is sought privately.

Equal access

The school has wheelchair accessibility for the ground floor only. Each case will be considered individually as to the suitability of the environment for the safety of the child and others in the building.

All teaching and non-teaching staff are responsible for ensuring that all pupils, irrespective of ethnic origin, 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 school.

All teachers should be aware of the individual and differing needs of the pupils and have access to individual records via iSAMs 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 pupil, with practical suggestions where possible.

Resources

The overall level of funding for SEND is delegated to the school by Inspired Education and is identified in the school budget statement. This amount is not ring-fenced.

The responsibility for determining the amount of resource for SEND lies with the school 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 specialist resources.



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 school 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 pupils.

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, including teaching assistants. 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 pupil. This will be provided to those staff most directly involved with the pupil.

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

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 children with special educational needs achieve success. The full responsibilities of the SENDCO are set out in appendices.

All teachers have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all SEND pupils in their classes, including where pupil access support from teaching assistants or any other specialist staff.

Teaching Assistants and Learning Support Assistants are a valuable part of the support for pupils with SEND. The Head of Teaching Assistants maintains overall responsibility for all teaching assistants but will work closely with the SENDCO regarding individual roles, responsibilities and timetabling.



Communication and Collaboration / Supporting Parents

We will ensure that all parents/carers are fully informed of any SEND their child may have. Partnership with parents/carers plays a key role in promoting a culture of co-operation. This is important in enabling pupils with SEND to achieve their potential.

Parents/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 pupil's needs. We actively seek to work with parents and value the contribution they make.

Parents/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 school 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); ILP reviews and Annual EHCP reviews

Parents/carers may expect to:

- Be informed by the school of their child's placement within the SEND framework
- Be informed of what support their child is receiving
- Be informed of their child's progress via parent-teacher meetings, school reports, exam results and more informal communications such as email or direct conversation
- Be involved in formulating their child's targets for their ILP (if an ILP is necessary)
- Have the opportunity to make their views known about how their child is educated during ILP review meetings, at parent/teacher consultation evenings or via direct communication with the child's class teacher or SENDCO
- If external support is deemed prudent, be provided with the contact details for specialists who already work with the school or are recommended. The parents are welcome to access these specialists, or other specialists of their choosing.

Pupil participation/feedback

For children with SEND, we aim to involve the pupil 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 school should listen to the views of the pupil.

Feedback to pupils about their own progress should always be positive and constructive. This should be done through discussion with the child or effective marking.

All classes should promote a climate of warmth and support in which self-confidence and self-esteem can grow and in which pupils with SEN or disabilities can experiment without fear of criticism or failure.



Pupils with SEN or disabilities need partnerships with teachers, TAs/LSAs or a member of the SEND team who encourage them to become active learners with input into their own learning wherever possible.

All progress and success should be rewarded and celebrated through the school with e.g. Star of the Week, marbles, Golden Time, stickers, e-mails home or public acknowledgement.

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

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 pupils in accordance with the data retention policy.

The SEND policy is reviewed on an annual basis.



Appendix I – SEND Support Framework (4 Key Areas)

1. Guidance for Communication and Interaction

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

Level	Possible Indicators		Possible Pupil Support	Staff Involved
	SLCN	ASC		
1. Monitoring Level. Not classed at SEN	<ul style="list-style-type: none"> Minor difficulties with social inference 	<ul style="list-style-type: none"> Generally attends in lessons, follows teacher instruction Enjoys structure/routine Becomes disorientated by change in routine or familiarity 	<ul style="list-style-type: none"> Support from class teacher using high quality differentiated tasks and visual / concrete materials Noted on planning <i>Inclusive Teaching Strategies Booklet</i> 	<ul style="list-style-type: none"> Class teacher
2	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Class teacher SENDCo TAs
3	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> SENDCo TAs Class teacher Speech and Language Therapist Head of Year
4	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Personal Profile EHCP consideration 	<ul style="list-style-type: none"> SENDCo TAs Class teacher Speech and Language Therapist Head of Year
5	Education Health and Care Plan (EHCP)		<ul style="list-style-type: none"> As detailed in EHCP 	<ul style="list-style-type: none"> SENDCo TA/LSA Class Teachers Other external agencies



2. Guidance for 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	<ul style="list-style-type: none"> Support from class teacher using high quality differentiated tasks and visual / concrete materials Noted on planning In-class support <i>Inclusive Teaching Strategies Booklet</i> 	<ul style="list-style-type: none"> Class teacher Head of Year TA
2	85-90	85-90	85-90	85-90	3 sublevels below NC	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Class teacher SENDCo TAs
3	81-84	81-84	81-84	81-84	4 sublevels below NC	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> SENDCo Class teacher SEND teacher TAs Educational Psychologist Head of Year
4	≤ 80	≤ 80	≤ 80	≤ 80	5 sublevels below NC	<ul style="list-style-type: none"> 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) Personal Profile External Dyslexia tutor EHCP consideration 	<ul style="list-style-type: none"> SENDCo Class teacher SEND teacher TAs External support? Educational Psychologist Head of Year
5	Education Health and Care Plan (EHCP)					<ul style="list-style-type: none"> As detailed in EHCP 	<ul style="list-style-type: none"> All of the above + Local Authority



3. Guidance for Social Emotional and Mental Health

Level	Possible Indicators	Possible Pupil Support	Staff Involved
1 Monitoring Level. Not classed at SEN	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Attendance monitoring • Class teacher / TA to talk to child • Give pupil roles of responsibility to improve self-esteem 	<ul style="list-style-type: none"> • Class teacher • TAs
2	<ul style="list-style-type: none"> • Persistent absence / broken attendance • Disengagement in 3 or 4 subjects • Significantly withdrawn / behaviour issues • Very troubled friendships • Extremely poor self-esteem 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • SENDCo • Class Teacher • TAs
3	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Record of Concern submitted by Class Teacher • Attendance monitoring – HKE to contact parents • Social groups x 1 weekly • Specialist support • Individual Support Plan? 	<ul style="list-style-type: none"> • HKE • SENDCo • Class Teacher • TAs • LA? Social Services? • CAMHs? Paediatrician? • Head of Year
4	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Attendance monitoring – HKE to contact parents • Social groups • Specialist support • Individual Support Plan • 1:1 intervention x 2 weekly • Personal Profile 	<ul style="list-style-type: none"> • HKE • SENDCo • Class Teacher • TAs • LA? Social Services? • CAMHs? Paediatrician? • Head of Year
5	Education Health and Care Plan (EHCP)	<ul style="list-style-type: none"> • As detailed in EHCP 	<ul style="list-style-type: none"> • SENDCo • Class Teachers • TA/LSA



4. Guidance for Sensory and Physical

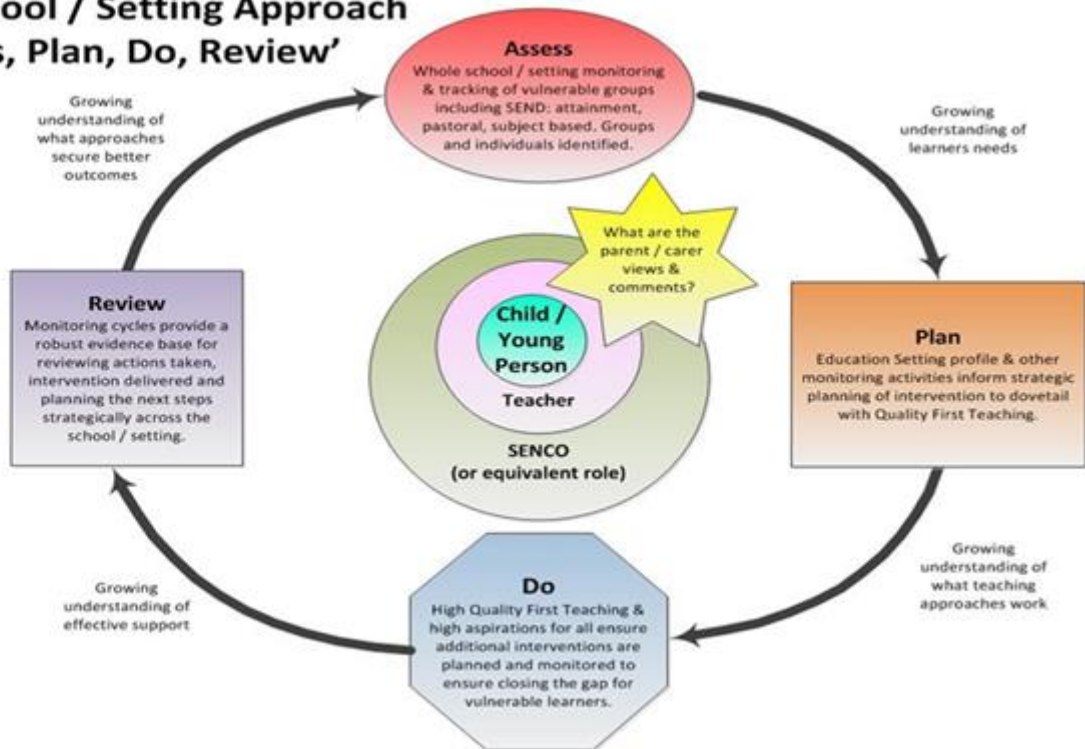
Level	Possible Indicators			Possible Pupil Support	Staff Involved
	Visual	Hearing	Medical		
1 Monitoring Level. Not classed at SEN	<ul style="list-style-type: none"> Visual difficulties that cannot be corrected by glasses Gets tired easily 	<ul style="list-style-type: none"> Mild hearing loss 	<ul style="list-style-type: none"> Fatigue Hypermobility Syndrome 	<ul style="list-style-type: none"> Consider seating position in class 	<ul style="list-style-type: none"> Class teacher TAs
2	<ul style="list-style-type: none"> Frustration with work Poor reading speed Poor writing speed 	<ul style="list-style-type: none"> Mild hearing loss Difficulty with attention and / or concentration 	<ul style="list-style-type: none"> Poor writing speed Generally takes longer to complete tasks 	<ul style="list-style-type: none"> Record of Concern possibly submitted to SENDCo for advice, support, observation or notification 	<ul style="list-style-type: none"> SENDCo Class Teacher TAs
3	<ul style="list-style-type: none"> Registered as partially sighted Distance vision worse than 6/18 Spatial and perception difficulties Coordination difficulties 	<ul style="list-style-type: none"> Moderate hearing loss Possible use of hearing aids 	<ul style="list-style-type: none"> Student specific e.g. significant hypermobility syndrome affecting many areas of life. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> SENDCo Class Teacher TAs Head of Year External Services
4	<ul style="list-style-type: none"> Vision deteriorating Restricted visual field Mobility is affected Distance vision worse than 6/36 	<ul style="list-style-type: none"> Moderate to profound hearing loss Use of hearing aids 	<ul style="list-style-type: none"> Student specific 	<ul style="list-style-type: none"> Advice from outside agencies, specialist support 	<ul style="list-style-type: none"> SENDCo Class Teacher TAs Head of Year External Services
5	Education Health and Care Plan (EHCP)			<ul style="list-style-type: none"> As detailed in EHCP 	<ul style="list-style-type: none"> SENDCo TA/LSA Class Teachers



Appendix II - 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:

Whole School / Setting Approach '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 socialize
- 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 ILP is required it is written by the class teacher in collaboration with a member of the SEN dept to provide clarification of needs and support. Lessons should be differentiated appropriately based on the IEP. TAs/LSAs should mirror the support that the classroom teacher has put in place. There will be frequent communication between the SEN dept teacher and classroom teacher in order to ensure that the support provided outside of lesson time is meaningful and suitable. The class teacher / member of the SEN dept communicates to parents about SEN. Where appropriate, the class teacher / member of the SEN dept communicates with the Child Protection Officer 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 ILP will provide details and guidance, including:

- Pupil name and class
- Strengths and areas for improvement
- Intended outcomes
- Interventions e.g. SEN dept support

Access arrangements are indicated on the pupil profile written to summarise the professional assessment report and access arrangements are available for all relevant teachers on a spreadsheet in the SEN online file.

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 papers



3. Do (Teacher, TA, LSA, member of SEN dept)

The classroom teacher remains central to ensuring that the intentions of the ILP are carried through in the classroom on a daily basis. Teachers should use the ILP 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
- Involve the TA/LSA in planning process as appropriate

Teachers should encourage all students to become independent learners. Assessment for Learning should be used effectively to increase participation and engagement of pupils with SEN; suitable support will help improve intended outcomes.

The Deputy Head/Curriculum Lead 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, TA/LSA, SENDCO)

The purpose of the review is for the classroom teacher, LSA 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.

If required, the SENDCO 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 school 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.



Appendix III – Example ILP

KS1



Individual Learning Plan Name: XX ILP start date: October 2024		KS 1 Year/Class: Year X, XX Teacher: XX				
External Report: Date:	Report Name, Author, Type XX					
Concern: October 2024						
<i>Specific Measurable Achievable Relevant Timed Target</i>	Action	In class	Out of class	Supported by	Length of session/ week	Review Date
Feedback from target review meeting: November 2024:						

Parent signature _____ Date _____

KS2



Individual Learning Plan Name: XX ILP start date: October 2024				KS2 Year/Class: XX/XXX Teacher: XXXX			
CH Curriculum Writing Level: <i>W= Working Towards E= Expected G= Greater</i>	Aut '24 Test date Sept 24 baseline	Spr '25 Test date Dec 24	Sum '25 Test date March 25	InCAS Reading Level: <i>Standardized Score</i>	Sum '24 Test date May 24	Spr '25 Test date Nov 24	Sum '25 Test date June 25
Single Word Spelling: <i>Spelling Age</i>	Aut '24 Test date Sept 24 baseline	Spr '25 N/A	Sum '25 Test date May 25	InCAS General Maths Level: <i>Standardized Score</i>	Sum '24 Test date May 24	Spr '25 Test date Nov 24	Sum '25 Test date June 25
External Report: Date:							
Concern:							
<i>Specific Measurable Achievable Relevant Timed Target</i>	Action	In class	Out of class	Supported by	Length of session/ week	Review Date	
Feedback from target review meeting: November 2024:							

Parent signature _____ Date _____



Appendix IV - Example of a Parental Consent Form

xx.xx.2025



Re: Xxx Xxx

Xxxx Class: 2025-2026

I confirm that I have discussed the needs of my child with the class teacher, and I agree that they can receive one-on-one teaching in addition to class lessons to support them with their reading and writing. This will be reviewed on a termly basis.

I understand that throughout the year minutes will be taken to acknowledge meetings.

Parent:

Signed: _____ Date: _____

Teacher:

Signed: _____ Date: _____