



Pebworth First and Blackminster Middle Schools
Federation



Special Educational Needs and Disabilities Policy

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This policy was produced by the SENDco in consultation with the Headteacher, Assistant Headteacher, the SEN Support staff and the Governing Body. It is based on the Special Educational Needs Code of Practice and with close reference to the Worcestershire County Council's SEN e-Book of Information and Guidance for Schools and SENDcos.

Definition of Special Educational Needs

Students have Special Educational Needs if they have a **learning difficulty** that calls for special educational provision to be made for them. This provision is different or additional to the regular quality first teaching provided.

Children have a **learning difficulty** if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority (A person has a disability if he / she has a physical or mental impairment, which has a substantial and long term adverse effect on his / her ability to carry out normal day-to-day activities. [*Introduction: SEN and Disability Code of Practice 0-25 years*]).

The Pebworth First and Blackminster Middle Schools Federation are inclusive settings that believe students with Special Educational Needs should receive the additional special educational provision necessary to make progress and access learning opportunities.

Special educational provision means:

For the student of two years or over, educational provision which is in addition to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools in the area. (*See Appendix 1 for a list of Special Educational Provision offered within our Federation*). ALL teachers must have regard to the Special Educational Needs Code of Practice. Some of this is a statutory responsibility.

This responsibility covers adaption for and support of a variety of additional needs, including Physical or Sensory, Emotional, Social or Mental Health related, Speech, Language and Communication related or Cognitive-based. Nationally, 19.5% of students in schools in England have a Special Educational Need [*Gov.UK, Special educational needs in England, Academic year 2024-2025*] and we recognise that many of our students will have special educational needs of some form during their time in education which require support. The Federation will have due regard for the Special Needs Code of Practice when carrying out our duties towards all students with special educational needs and ensure that parents are notified when SEND provision is being made for their child.

Fundamental Principles

- Students with SEND should have their needs met. This should normally be done within the school but might include provision elsewhere or from external agencies;
- The views of the student should be sought and taken into account;
- Parents have a vital role to play in supporting their child's education;
- Students with SEND should be offered full access to a broad, balanced and relevant education;
- The Federation values the contribution that every child and young person can make and welcomes the diversity of culture, region and intellectual style;
- All students with SEND are valued, respected and equal members of the Federation;

- Inclusion of all students is a matter for the whole school, and we are proud to promote the ethos that all teachers are teachers of students with Special Educational Needs; recognising that the governing body, Headteacher, SENDCO, support staff and all other members of the staff have a responsibility to children and young people with SEND.

Aim

To raise levels of achievement by enabling all students to:

- Access the broad and balanced curriculum and the school environment
- Be provided with appropriate adaption, intervention and support to access learning
- Discover and make the most of their skills and talents
- Be included in all aspects of school life
- Build positive self-esteem
- Progress well towards their agreed targets, meeting or exceeding them.

Objectives

To identify and assess SEND by:

- Establishing effective systems of early identification through internal and external assessment and liaison with feeder first schools and external agencies
- Using the graduated response – a cycle of assessment, planning and reviewing actions in detail and frequently to identify the best way of securing good progress for SEND students

To support individual student's needs by:

- Establishing effective systems of communication for SEND;
- Providing one-to-one or small group work to meet specific needs;
- Providing in-class support from Learning Support Assistants (LSAs) as appropriate;
- Completing an Annual Review for all students with an EHC Plan;
- Completing and reviewing an Individual Provision Map for students with EHC Plans. Students with SEND will be placed on the SEND Register and will have an Individual Profile and targets;
- Establishing and monitoring up to date SEND records for the school;
- Liaising with the Assistant Head Teacher to apply for and put in place Access Arrangements for students with SEND who are taking external examinations, i.e. SATS;
- Providing quality first teaching with effective Wave 1 approaches (quality inclusive teaching which considers the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment);
- Providing appropriate literacy and numeracy recovery through Wave 2 and Wave 3 (**See Appendix 3**) intervention;
- Working in close partnership with providers of specialist services for students with SEND; Informing and involving parents and students as appropriate.
- Listening to and acting on the views of children/young people.

Roles and Responsibilities

Governors

(The Link Governor for SEND is: Stella McEwan)

- Ensure that the necessary provision is made for any student who has special educational needs / disability (SEND) and is of a high standard.
- Ensure that where the 'responsible person' – the Headteacher – has been informed by the Local Authority that a student has special educational needs, or a EHCP, and that those needs are made known to all who are likely to teach them.
- Ensure that teachers in the Federation are aware of the importance of identifying and providing for those children who have SEND.
- Ensure students who have SEND make progress in line with expectations.
- Monitor the SEND register.
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a student with SEND joins in the activities of the school together with children who do not have SEND, so far as is reasonably practical and compatible with the student receiving the special educational provision their learning needs call for, the efficient education of the students with whom they are educated, and the efficient use of resources.
- Report to parents on the implementation of the school's policy for students with SEND.
- Have regard to the updated SEND Code of Practice (2014) when carrying out its duties toward all students with SEND.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the Federation's SEND policy.
- They are up-to-date and knowledgeable about the Federation's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the Raising Attainment Plan (RAP).
- The quality of SEND provision is continually monitored.
- An annual report is provided to parents.

Headteacher (1)

Ms Linda McQuone, the Headteacher, has overall responsibility for special needs and is therefore, in terms of the Code of Practice, 'The Responsible Person'.

SENDCo (1)

Morganna Lewis, the SENDCo, is responsible for co-ordinating the provision of special educational needs throughout the federation. This will involve:

- Day to day operation of the special educational needs policy.
- Providing advice to staff and liaising with them on the completion of provision maps and student passports.
- Maintaining contact with parents of students with SEN, meeting a minimum of three times a year
- Ensuring SEND provision is accurately recorded and appropriate to each student.
- Co-ordinating SEND information and communication, regularly updating and publishing the SEND register.

- Observing students in class to identify needs and review quality first teaching.
- Assessing student's needs and ensuring children make progress in relation to their target grades.
- Overseeing and maintaining specific resources for special educational needs.
- Liaising with outside agents as appropriate.
- Liaising with the designated Child Protection officer
- Liaising with the designated teacher with responsibility for Looked after Children and ensuring LAC students are monitored and progress, compared to target grades, tracked.
- Liaising with staff at feeder schools (and previous schools in the case of casual admissions) before, during and after transfer for students with SEN.
- Contributing to the professional development of staff and liaising with the Headteacher to ensure that training needs related to SEND are met.
- Monitoring, evaluating and reporting on provision, including the impact of provision on student achievement and progress, to the governing body in conjunction with the designated responsible person.
- Prepare documentation for, attend and lead EHC reviews.
- Managing the work of the teaching assistants through appropriate timetabling and workloads.
- Liaising with parents of students with special educational needs.

ELSA & Thrive Practitioner (1)

Currently, the ELSA is Aimee Webb. She is responsible for:

- Aiding with the administration of student passports.
- Liaising with Assistant Headteacher and SENDCo to prepare a list of students needing social, emotional and mental health interventions.
- Running social, emotional and mental health interventions, both group and one to one, utilising both ELSA and Thrive training.
- Contacting and securing outside agencies as directed by the Assistant Headteacher or SENDCo
- Liaising with parents of students with attendance, mental health, social and/or emotional difficulties.

Learning Support Assistants (LSAs) (5 - BMS) (2 PFS)

- Liaise with tutors, subject teachers and Heads of Department as appropriate.
- Monitor students' progress in class and update SEND files, including passports and provision maps.
- Disseminate information to staff.
- Evaluate progress of students with SEN and report back to SENDCo.
- Work with students in lessons, individually or in small groups as directed by the SENDco and subject teachers
- Inform SENDco of SEND issues.
- Ensure staff are aware of students needing intervention.

Tutors

- Liaise with SEND Department staff (SENDCo, LSAs, Student Welfare Support).
- Monitor students on SEND register with regards to attendance and progress.
- Pass on information about SEND students from parents to SENDco.
- Raise SEND issues at Key Stage meetings.

Subject Teachers

- Know which students are on the register and why.
- Be involved in the implementation of the provision map and student passports.
- Produce scaffolded work to meet the learning needs of SEND and non-SEND students.
- Ensure all students progress towards meeting or exceeding target grades.
- Provide feedback to SENDco for reviews or PSPs.
- Raise SEND issues at department meetings.
- Brief TAs on lessons they support and provide resources for them to prepare for student support
- Include deployment of TAs in lesson plans as this will secure Good to Outstanding learning and teaching.

Senior Leadership Team (SLT)

- Ensure that SEND receives appropriate staffing, funding and resources within the constraints of the school budget.
- Hold the SENDco accountable for the provision, progress and welfare of SEND students
- Support and monitor the work of the SENDco.
- Work with the SENDco to identify professional development needs of staff.
- Liaise with outside agencies as appropriate.
- Monitor the effectiveness and impact on student progress and achievement of SEND provision.
- Monitor issues of equal opportunities.

Parents

- Attend relevant meetings and reviews.
- Support the implementation of the provision map.
- Support and encourage their child.
- All parents of students with SEND will be treated as partners under the SEND Code of Practice and supported to play an active and valued role in their child's education.

Arrangements for co-ordinating provision for children with Special Educational Needs

The needs of the majority of students will be met in the classroom through the provision of Quality First Teaching, as part of the first wave of the Graduated Response. Teachers are expected to make every effort to ensure that students with special educational needs are fully involved in the life of the class by providing appropriate scaffolded learning opportunities. For some students it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific, timed activities related to their needs. This may be delivered by a teacher or LSA.

Admission Arrangements (see also Admissions and Inclusion Policy)

The Federation does not select students for entry. We are a Federation committed to inclusive education. No student is refused a place because of their special educational needs unless it is felt that the school cannot make appropriate provision from within its resources and meet the child's needs. A student with an EHCP who name Blackminster Middle School/Pebworth First School as their school of choice will automatically be offered a place at the school, where their needs can be appropriately met.

As a Federation, we have comprehensive liaison procedures and an induction programme for students starting in Year 6, reception or joining us as a casual admission.

This includes:

- The undertaking of regular liaison meetings and visits into feeder schools to transfer SEND information and meet young people with SEN prior to the end of spring term.
- The arrangement of SEND transition days during the summer term.
- Meeting with parents as appropriate for students with SEN who require significant adaptation.
- Student records, including SEND information, are transferred during the summer term.

SEND screening tests undertaken with all students.

- All students are observed and supported as appropriate by the SEND department within two weeks of starting within the setting.
- 'Casual' admissions are screened, as soon as possible after admission or as part of their initial visit to the school.
- Data is shared with staff and used to inform teaching, planning of resources and intervention/support, and to measure progress over time.

Accommodation

The SEND Department has access to:

- Three teaching rooms (The Hub, The Hive and The Pod) which are utilised for small group interventions and one to one sessions, run by the ELSA, SENDco or LSAs. The hub and a quiet club are accessible for students at lunch and break time.
- A small office for administration and storage of confidential SEND files.
- The department also has access to classrooms, the meeting room and the school library.

Resources

SEND funding is delegated to mainstream schools to enable Headteachers, Governors and SENDCos to make decisions about curriculum and support arrangements for both individuals and groups of students who experience barriers to their learning, making sure that resources are used early and proactively to address learning needs as they arise.

Intervention resources used by students with special educational needs are available in The Hub, The Hive and The Pod. There is a range of software, tools and other resources to support SEND students receiving Wave 2 or Wave 3 intervention.

Allocation of resources

The Governing Body, through the SENDco, ensures that resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives of this policy.

Additional funding and support can be made available from:

- **Worcestershire Home and Hospital Education Service Outreach Team** also provide TA support for the reintegration of students with medical problems returning from hospital.
- **Child and Adolescent Mental Health Service (CAMHS)** provide therapeutic counselling and Art Therapy sessions.
- **Pupil Premium fund** can be used to support students with SEND who are also in receipt of free school meals or who are looked after children.
- **Ethnic Minority Achievement Service** provides peripatetic support for students with English as an Additional Language (EAL)
- **West Mercia Police, Police Community Support Officers** and staff from the **Youth Offending Service**, provide short-term support and mentoring for individual students, both in and out of school time.
- **Worcester Domestic Violence Support and Action Project, CINCH, Parentline Plus, Childline, ASTRA Project, Rethink, Winston's Wish, SHARE, Teens in Crisis**
- **Onside Advocacy or Counselling**
- **School Nurses**
- **Complex Communication Needs (CCN) Advisory Team**
- **Educational Psychologists**
- **Learning Support Team**
- **Medical officers / Occupational Therapists**
- **Speech therapists / Speech and Language Therapy Team**
- **Physiotherapists**
- **Hearing impairment services**
- **Vision impairment services**
- **The business community**
- **Education Welfare Officer**
- **Social Services**
- **Friends of the School**

Identification and Assessment Arrangements and Review Procedures

The school follows the guidance contained in the updated Special Educational Needs Code of Practice [2014]. This recommends a graduated approach. (See also Appendix 3).

Wave One Support within the Graduated Response.

In the Federation we have adopted a whole-school approach to SEND policy and practice. The SEND Code of Practice (2014) makes it clear that all teachers are teachers of students with SEND. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the curriculum and are integrated into all aspects of the school.

Where possible we will try to meet every student's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the students in our school.

However, where through careful identification and assessment we and / or the parents determine that a student is not making satisfactory progress then the SENDco will be consulted. Teachers will do this using the Federation referral form, emailed to the SENDco. The SENDco, in conjunction with the student and parents, will review the strategies and approaches that are currently being used and the way these might be developed. This review may lead to the conclusion that the child needs help over and above that which is normally available within the class or school.

Wave Two Intervention within the Graduated Response.

Following a review of the strategies it may be necessary to provide adaptations or additional provisions that are additional to, or different from, that which is already provided as the child is making little or no progress, despite reasonable in-class adaptation and scaffolding. These are Wave Two provisions.

It may be that the student:

1. Shows signs of difficulty in developing skills in literacy and numeracy, or consistently makes little or no progress across a range of subjects.
2. Shows persistent signs of emotional or behavioural challenges that are not addressed through our Behaviour for Learning approach, preventing them from accessing learning or progressing holistically.
3. Has physical or sensory challenges which prevent them from making progress, despite adjustments in class and school.
4. Has communication and / or interaction difficulties that lead to them making little or no progress or cause reduced access to learning.

We will seek additional information from the parents and, in some cases, outside agencies who may be involved with the student. When we have all the available information, we will consider next steps with the parents and the student. This will involve negotiating and discussing strategies contained on the student passport and provision map with the student, parents, teachers and SENDco.

The Student Passport will provide:

- An overview of the students strengths and weaknesses
- Information regarding the student's area of SEN
- Targets set with the student's needs and progress in mind
- Quality first teaching adaptations for the student in class and around school
- Information from the student, teachers and family

The Provision Map will provide:

- An overview of additional provisions
- When we will review the plan as part of the Assess, Plan, Do, Review cycle of graduated response
- How we will judge progress (success and/or exit criteria).
- Any outcomes after a review.

Possible interventions at Wave Two level could include:

- Deployment of extra staff to work with the student (LSAs).
- Provision of alternative learning materials / special equipment.
- Group support.
- Internal counselling, ELSA or Thrive interventions.
- Provision of interventions, either small group or one to one.
- Staff professional development to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment, or staff training.

Wave Three Intervention within the Graduated Response.

Where, despite all our best efforts, the student still continues to make little or no progress in relation to the targets set or is working at levels significantly below those of his/her peers we will move to Wave 3 intervention.

External support services may be contacted and involved in the Wave 3 intervention. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. Observations and interventions may be organised with the support of external specialist agents, such as Educational Psychologists. Other strategies will be adopted to reflect these new targets after consultation with these agencies, parents, the student, SENDco and class teacher. We will ensure that parental consent is sought before any outside agencies are involved.

Where, despite all our best endeavours, the student still makes little or no progress in the areas targeted, we will discuss with the parents and student the need for us to approach the LA to request an EHC Plan. For students in our Year Six cohort, this can only take place once they have been within the setting for two terms (6 months) to provide time to complete Assessment cycles.

We will provide the following information:

- Actions followed with respect to Wave 2 and Wave 3 intervention, as part of two cycles of Assess, Plan, Do and Review.
- The student's reports, assessments, passports, provision maps and progress reviews.
- Records and outcomes of regular reviews undertaken.
- Information on the student's health and relevant medical history.
- National Curriculum / exam levels / grades.
- Literacy / numeracy attainments.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- The views of the student.
- Social services / Educational Welfare Service reports.
- Any other involvement by professionals.

This may or may not result in the LA issuing an EHC Plan. Where a student has an EHC Plan we will carry out an annual review which parents, student, outside agencies, SENDco, teachers, will be invited to attend.

The SEND Register

Although the SEND Code of Practice does not require schools to keep a SEND Register or monitoring list, Worcestershire LA expects schools to keep a record of students who have been identified as having special educational needs. This record should include:

- student details
- the nature of the learning difficulties
- the level of support being provided – Wave 2 and Wave 3
- dates of annual reviews of EHC Plans and those involved

Such a record provides a useful SEND management tool for monitoring provision.

Students are named on the register, kept and updated on BromCom and by the SENDCo, if they need provision that is additional to or different from that required by the majority of children. A child may have an identified diagnosis (such as ADHD or Autism) which does not require additional provision, and would not be added to the register. Information will be provided by feeder schools, observations, internal and external assessment and staff referrals. Students can be added to or taken off the register,

depending on their educational needs at various points in their education. Priority will be given to students exhibiting the greatest need.

Criteria for Evaluating the Success of the Policy

The policy will be evaluated against the objectives stated on page 2 and measured by:

- Views of teachers, parents, students, external professionals.
- Parents being aware of individual targets set for children by discussing and receiving copies of any information for their child;
- Students being involved in discussing, constructing and reviewing their own needs and strategies.
- Student attainment or progress, as measured by objective testing and teachers' professional judgement, being raised.
- Department Reviews.
- External evaluation by the 'responsible person' and the LA adviser for SEND based on the objectives of the policy.
- Annual monitoring of procedures and practice by the SEND governor.
- The Raising Attainment Plan (RAP) priorities that include the provision for SEND.
- Any external evaluation or inspection.

Complaints Procedure

If parents / carers have a complaint concerning provision for their child they should initially attempt to resolve this with the SENDCo Morganna Lewis. If this proves unsuccessful, the matter should be referred to the Headteacher. Should the matter still be unresolved the normal complaints procedure of the school should be followed.

Professional Development

This will involve the SENDCo, teachers and support staff in order to help them work effectively with students having special educational needs and will be linked where appropriate to the school's development plan.

Staff will be provided with:

- Training in SEN which will constitute a proportion of CPD time related to the fraction of students who have SEND. The effectiveness of such training will be monitored and evaluated by the SENDCo.
- Weekly newsletters and notices with updates from the SENDCo relating to students on the register and promoting quality first teaching techniques for the four areas of SEN need.
- The provision of support plans for staff who find support for specific areas of need challenging, as organised by the SENDCo or SLT.

Links and Use of Outside Agencies

Close links are maintained with LA support services to ensure that the school makes appropriate provision for students with special educational needs. Where it is necessary to contact outside agencies, the SENDCo will make the necessary arrangements and inform parents accordingly. These agencies have

been listed earlier in the policy. Any or all of these agencies may be involved in the construction, delivery or review of targets set in order to ensure student's attainment is raised.

Partnership with Parents / Carers / Students

Parents / carers are important partners in the effective working relationship with the school in raising their child's attainment. Parents' / carers' contribution to their child's education is valued highly by the staff of the school. Parents / carers are encouraged to involve their child in the decision-making processes. The school will also update parents / carers with relevant information.

Links with Other Schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local first schools. First School children are invited to visit us for induction visits in the term before they start school, including SEND specific transition days. Additional tours for students with SEN can also be arranged with the SENDCo during the Autumn term, where required.

If necessary the SENDCo liaises with other agencies at this stage.

Close links are maintained with first schools to ensure smooth transition between years five and six. Transition arrangements include a completed pro-forma and at least one pre-visit by all children to BMS. SEND staff visit all first schools and meet young people, particularly the SENDCo.

Exam Special Arrangements

Students with SEN may be eligible to special arrangements during exams and tests. The Federation undertakes to identify which students are eligible by screening, and in consultation with departments. Individual students are further tested and specialist reports are prepared and applications sent to the various boards. Skills tested are: writing speed and legibility, cognitive processing speed, reading age, spelling age.

Students may be entitled to up to 25% extra time, a prompt, a scribe, a reader, a separate venue or enlarged papers in exams.

Autism and ADHD Referrals

Where a parent feels that a child requires a referral for ASD or ADHD diagnosis with school support, the school will initially follow the SEND Referral policy and the graduated response pathway. This begins with raising concerns to your child's form tutor, who will refer on to the SENDCo. The SENDCo will:

- conduct observations in school of your child, including in class and during unstructured times.
- request information from your child's teachers, regarding their behaviour, focus and attention in class and school.
- review your child's data, to see if there are any areas of difficulty. This includes checking progress and behaviour data.

We would be required to evidence approximately 6 months minimum of observation and data to support a referral. Once this is collected, we can support you in referring your child to paediatrics or the Umbrella Pathway as required. We will also discuss with family the support we can provide in school, which may include interventions and in class support.

If the school do not see traits of ADHD or ASD, the SENDCo is still happy to support a referral and complete paperwork regarding in-school observations. However, the school can only comment on the behaviours visible in our setting, and if mild or not visible then we will state as such in referral paperwork.

School will only be willing to complete the school-specific parts of paperwork (Section 4 of an Umbrella Pathway Referral for ASD diagnosis, or Section 3 of a Paediatrics referral for ADHD diagnosis) once parents have evidenced to school that they have completed the parent-specific parts first. In some cases, school will support parents in completing parental paperwork where they have difficulties or barriers to doing so independently.

Appendix 1

In School Provision and Intervention

- Quality first teaching provided in all classroom contexts, with training and support from the SENDCo, promoting inclusivity and progress.
- Class-based interventions in Year Six in preparation for SATs, including access to Pixl and IXL.
- Learning Support Assistants support students with SEND across the curriculum, focusing on difficulties that have been identified through screening, at reviews, meetings or discussions with SENDCo and teachers.
- LSAs are aware of all students with SEND in lessons they support and are encouraged to work with students with significant SEND.
- Provision of in class resources including, but not limited to, specific stationary, wobble cushions, resistance bands, fidget tools, visual timetables, now and next sheets, overlays, coloured books, printed PowerPoints or resources, scribes, devices for recording, etc.
- Small groups of students with similar identified needs receive specialist intervention delivered by Student Welfare, SENDco or LSAs, as well as outside agencies.

Interventions include but are not limited to: Pixl Therapy for English and Maths, IXL Maths and English, IDL Literacy and Numeracy, McGrawhill's Reading Boxes, Bugclub, LearnPhonics!, Accelerated Reader, Foolproof Spelling by Mrs Wordsmith, Reading for Pleasure, Talkabout, Zones of Regulation, Art Therapy, Awesome Autism, ELSA support (6 week blocks of support, one

to one), Emotions-Based School Avoidance intervention and work booklets, external or internal counselling support, external maths or English tutor support, Lego Therapy for SLCN, Handwriting Intervention (Helping Handwriting Shine principles), Changes at Puberty provided by School Nurses and small project work. Individual Interactive ICT learning programmes are available for reading, spelling and numeracy.

- Where it is considered necessary, individual students receive one to one intervention. This takes place in consultation with the SENDCo, parents, the student, departments involved and outside agencies.
- Where it is considered necessary, adapted timetables and adapted in class support can be made available to students, though this would be considered a wave three intervention. Prior to this, students are encouraged to attend school and all lessons consistently with wave two support in place.
- In addition to the statutory curriculum the school provides a range of additional activities. These include activities in sports, expressive arts and crafts, computers, homework clubs, and residential trips. All students with SEND are actively encouraged to participate, and wherever possible LSAs will support them.
- The SEND Department organises regular social and cultural events including fundraising for charity and trips.
- SEND students may be supported before school, at break and lunch times where appropriate by the SENDCo, Welfare Support or LSAs. This time may be used to support social or emotional problems, difficulties with homework or classwork, medical procedures, personal care and hygiene or for mentoring purposes.
- Students who require physiotherapy or Speech and Language therapy during the school day, will do so with the support of an LSA, who has been given appropriate training and advice.

Appendix 2

Abbreviations:

- SEND- Special Educational Needs or Disability
- SENDCo - Special Educational Needs and Disabilities Co-ordinator
- LSA – Learning Support Assistant
- HLTA- Higher Level Teaching Assistant [a senior LSA, with additional qualifications]
- QTA – Qualified Teaching Assistant
- EAL – English as an additional language
- LAC- Looked-after-children [children within care or with family care support]
- CRB checks –Criminal Record Bureau; [compulsory security checks undertaken on all adults who work in school]
- SpLD -Specific learning Difficulties (Dyslexia, Dyspraxia, Dyscalculia)
- MLD-Moderate Learning Difficulties
- ADHD –Attention Deficit/Hyperactivity Disorder
- ASD – Autistic Spectrum Disorders
- BfL - Behaviour for Learning
- C&L –Cognition and Learning Difficulties
- SLCN – Speech, Language and Communication Needs
- SEMH – Social, Emotional and Mental Health
- HI – Hearing Impairment
- VI – Visual Impairment
- P&S - Physical and Sensory
- CAMHS- Children and Adolescents Mental Health Service
- SATs – Standard Attainment Tests
- APDR – Assess, Plan, Do Review Cycle

Appendix 3

Guidelines for Placement of Students on the SEND Register at WAVE TWO plus
<u>Cognition and Learning Need</u> • SENDco puts student on SEND register. • SEND passport produced for staff to refer to. • Scaffolded work is provided as required by class teachers with input from the SENDCo. • SENDco liaises with staff and external agencies about strategies. • SENDco informs staff of student difficulties and co-ordinates extra provision e.g., LSA support in class or withdrawal or specialised teaching. • SENDCo allocates specific interventions, such as Phonics, precision teaching, IDL, McGrawhill's, withdrawal groups, etc. • SENDCo and LSAs set targets, monitor progress, liaise with parents / students to review targets. Progress and Attainment levels related Slow rate of progress for age and ability, compared with age related expectations • Reading and spelling 2 + years below chronological age • SATS KS2 at B2 (below 90 SS at SATs) • Teacher Assessments at KS3 at B2
<u>Mental Health, Emotional and Social Need</u> • SENDco puts student on SEND register. • SEND passport produced for staff to refer to. • SENDco liaises with staff and external agencies about strategies • SENDco informs staff of student difficulties and co-ordinates extra provision e.g., LSA support in class or withdrawal or specialised teaching. • SENDCo allocates specific interventions, such as Zones of Regulation, ELSA support, Onside Advocacy, art therapy or counselling • SENDCo and LSAs set targets, monitor progress, liaise with parents / students to review targets. • Inclusion Manager arranges and conducts meetings with students and/or parents • Peer Mentor
<u>Physical and Sensory Need</u> • SENDco puts student on SEND register. • SEND passport produced for staff to refer to. • Extra time to complete tasks. • Additional special resources for a student with co-ordination difficulties • Input from an adult to support practical lessons / enable health professional advice, e.g., monitoring diabetes. • SENDCo and LSAs set targets, monitor progress, liaise with parents / students to review targets. • Monitoring of a student to ensure safety during swimming, PE and practical lessons. • An Individual Health Care Plan (IHCP) to support full curriculum access • Reasonable steps, but not including physical alterations to the buildings, should be taken to improve access for the student and to make the physical environment more amenable. • Regular involvement of professionals, e.g., medical staff, physiotherapist, LA services. The frequency and extent of involvement to be recorded in the student's provision map.
Refer to the Worcestershire Strands of Action for criteria on placement of students with Communication and Interaction Difficulties, Visual or Hearing Impairments

Speech, Language or Communication Need

- SENDco puts student on SEND register.
- SEND passport produced for staff to refer to.
- SENDco liaises with staff and external agencies about strategies
- SENDco informs staff of student difficulties and co-ordinates extra provision e.g., LSA support in class or withdrawal or specialised teaching.
- SENDCo allocates specific interventions, such as talkabout, awesome autism, Lego therapy, autism mentoring, or art therapy.
- SENDCo and LSAs set targets, monitor progress, liaise with parents / students to review targets.