



AMESBURY SCHOOL
HINDHEAD

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Last updated: TR/Oct 23
Next update: TR/Sept 24

Special Educational Needs and Disability Policy

This policy applies to all children in the school, including those in the EYFS.

1. Introduction

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty or disability if he or she:

- i. has a significantly greater difficulty in learning than most others of the same age, or
- ii. has a disability which prevents or hinders pupils from making use of facilities of a kind provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Amesbury ensures that the following areas of need are carefully planned, to meet children's needs within Early Years: **communication and interaction, cognition and learning, social emotional and mental health, sensory and/or physical needs**. This policy ensures that there is a clear approach to identifying and responding to SEND. Appendix C outlines the monitoring and review of progress in the Early Years. Any decisions to involve external specialists are taken in discussion with parents.

The intention of this policy is to explain what we do by way of approach, staffing, and practice. It is not a set of aspirations but reflects what parents can expect their children to receive at Amesbury by way of practical SEND support. The intention being to prevent any misunderstanding or differences in what the school provides and what parents think we provide.

The policy is available on the school website, and in hard copy. The school will endeavour to provide the policy in other formats (brail/aural) as requested.

1.1 School Ethos – “Feeling Equally Valued”

“We aim to communicate to each child that he/she is an individual, with a unique blend of gifts and talents, emotions and needs and it is this individuality that gives them immeasurable worth. Pupils are clear of school expectations, they know that they are part of a team and a wider community, as well as having their individuality cherished. We believe that happy children who are keen to come to school will thrive, flourish and achieve their full potential.”

Considering the above it follows that Amesbury has had a longstanding tradition of providing Learning Support. In 1994 Amesbury was one of the first schools in the area to open an on-site SEND Department staffed by three full time SEND professionals. Today the Department contains two full-time and three part-time members of staff with primary teaching and education, Helen Arkell, CELTA, ELSA and SEND qualifications. We also have access to experienced clinical psychology advice for one day per week.

1.2 Entry to Amesbury

Any pupil, including those with SEND learning requirements, wishing to join Amesbury will need to complete the admissions process, as outlined in the school's Admissions Policy. Prior to entry, if a pupil has already been assessed and diagnosed with a specific learning difficulty or SEND requirements, we ask parents to share with us any professional reports that support this e.g., Educational Psychologist, Specialist Assessor, Occupational Therapist, Medical professional, Behavioural Optometrist or a Cognitive Profile Screener.

1.3 Fees for Learning Support

Pupils entering the school before September 2018 have learning support costs included within school fees. From September 2018, it was agreed with Governors those new pupils entering the school and requiring learning support, will be required to pay for this. Lessons will be charged at the rate of £31.00 per lesson for one-to-one support and £13.50 for small group support, as of September 2023. 30-minute lessons are offered on a case-by-case basis and are charged at £15.50. The fees will be added to the next term's invoice and are charged in arrears.

Privately arranged external services such as speech and language therapy, physiotherapy and occupational therapy may occur on the school site if permission has been granted by the Head, Deputy Head, Pastoral and SENCo. This extra support must also suit a mainstream timetable within the school day. Parents will pay separately for these external services, as this extra support is not currently provided within Amesbury School's core offer.

1.4 Staffing Arrangements for Learning Support

Head of SEND - Years 1 to Year 8

Head of Pre-Prep – EYFS to Year 2

Learning Support Teachers, Specialists and Assistants

School's Clinical Psychologist

However, it is understood that every teacher at Amesbury is a teacher of every child at Amesbury including those with SEND. Therefore, the class/subject teacher will remain responsible for working with the child daily, based on an inclusive, mainstream curriculum.

2. The Longer View: Overall objectives of the Policy

Aims

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into their senior schools, adulthood, whether into employment, further or higher education or training.

Objectives

- To identify and provide for all pupils who have special educational needs and additional needs as early as possible.
- To work within the guidance provided in the current SEND Code of Practice

- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a dedicated team of Special Educational Needs specialists, with varying skill sets, whose work is co-ordinated by a (SENCo).
- To provide support and advice for all staff working with special educational needs pupils.

3. Categories of Need

3.1 Cognition and Learning

Children who learn at a slower pace than their peers, even with appropriate differentiation. Such Learning difficulties cover a wide range of needs, including **moderate learning difficulties** (MLD) and **severe learning difficulties** (SLD). Some children may need support in all areas of the curriculum and have associated difficulties with mobility and communication. Children with **profound and multiple learning difficulties** (PMLD) are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. **Specific learning difficulties** (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dysgraphia, as well as neurodiverse difficulties.

a) Social, emotional, and mental health difficulties

Children who experience a wide range of social and emotional difficulties which manifest themselves in many ways i.e., withdrawn, or isolated, challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as autistic spectrum disorder, attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

b) Sensory and/or physical needs

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a **combination of vision and hearing difficulties**.

Some children with a **physical disability** (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

c) Communication and interaction

Children with **speech, language, and communication needs** (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they need or understanding what is being said to them or they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the several aspects of speech, language, or social communication at various times of their lives.

Children and young people with autistic spectrum disorder, including Asperger's Syndrome, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

4. What is not SEND

Various things may impact on a pupil's progress and attainment but for the purposes of this policy do not constitute Special Educational Needs. This might include the following:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all schools provided under the current Disability Equality legislation – these alone do not constitute SEND).
- Attendance and Punctuality
- Health & Welfare
- Being a Looked After Child

5. Identifying Special Educational Needs (A Graduated Approach to SEND Support – the Assess, Plan, Do, Review Model, as per the current SEND Code of Practice

- The purpose of identification is to establish what action the school needs to take, not to fit a pupil into a category.
- At Amesbury we endeavour to identify the needs of the pupils by considering the needs of the whole child which will include the special educational needs of the child.
- Identification of a behaviour is not an acceptable way of describing SEND. Any concerns relating to a child's behaviour must be described as an underlying response to a need which the school will be able to recognise and identify, as we know every child well.

6. How we assess

All pupils are assessed and monitored through school wide assessments such as GL CAT4 testing and Progress Tests, termly standardised and teacher assessments. Regular liaison with the Academic Team including the Deputy Head, Academic, Head of Pre-prep and SENCo allows for children, who are not making expected progress to be identified and the resulting action decided.

This may include asking teachers for specific feedback and close pupil monitoring, communication with Form Tutors and the Heads of Section, request for further inclusive differentiation in class to address an additional learning need, targeted short-term "one-off" help, participation in small group 'little and often' support, withdrawn small group or individual learning support. Further assessment involving external agencies may also be required to establish the specific learning difficulty.

6.1 How we plan

For most pupils, the SENCo and learning support staff will work with class and subject teachers to plan the best way to support the child with the context of the classroom. Meeting the needs of a pupil through high quality scaffolded teaching is the responsibility of the Form/Subject Teacher.

Details of specific learning requirements are included in **Pupil Profiles based on external reports** which are stored in iSAMS (the school database). The SENCo will support teachers in this where appropriate and necessary. Where withdrawn small group or individual learning support lessons are required the Specialist Teacher/Assistant takes responsibility for assessing, planning, delivering, and monitoring appropriate intervention.

6.2 Targeted Learning Records will be drawn up when a pupil enters learning support, and a programme of suitable multisensory work will be followed. When devising the 'TLR' it is important for pupils to be aware and agree their own targets set for them to experience success in achieving them. A 'TLR' will include termly targets set by their English or maths teachers, teaching strategies used by the Specialist Teacher/Assistant and the outcomes after each lesson. These are always kept under review and may be adjusted according to the level of need. Parents may request a copy of their child's TLR, which can be emailed to them by the SENCo. All teachers have access to these records in the SEND Team/Pupil Information.

6.3 How we do

Classroom sizes are kept small, and setting occurs in some subjects from the middle of Year 4 onwards. Subject teachers take rotational focus groups, particularly in Year 6 in preparation for 11+ Common Entrance Exams. All levels of ability are catered for in these groups.

We also offer up to four to six-weekly 'little and often' support in reading, phonics and basic maths skills which are taken by our learning support staff. These groups are decided based on pupil progress in termly PiRA and PUMA tests and are also determined by the English and maths subject teachers under supervision of the Heads of English and Maths.

Withdrawn small group or one-to-one support is advised either in English or maths when classroom and small group interventions have not had the desired effect on progress, whether for academic or self-esteem reasons. These lessons will be taught by qualified Teachers, Specialist Teachers, or Assistants.

6.4 How we review

Class/subject teachers are responsible for assessing progress of all pupils in their lessons and should identify if any of them are making less than expected levels of attainment given their age and individual circumstances. If a subject teacher has a concern about the academic progress of any child, he/she will raise that with the Form Tutor or Head of Section and SENCo. The SENCo will then raise a **SEND Referral and Monitoring Form** to receive feedback from the pupil's subject teachers before contacting parents, if deemed necessary.

Form Tutors and Head of Sections are responsible for a pupil's progress pastorally and for checking progress in areas other than their attainment e.g., in their wider social communication needs. The pupil's small group or individual learning support teacher is responsible for assessing progress in conjunction with the subject teacher and SENCo.

We review all pupils learning support requirements on a termly basis via termly year group and departmental meetings in English and maths. After consultation with the pupil's English or maths teacher, the SENCo will advise parents if their child should be withdrawn from learning support lessons due to improved progress based on data obtained in termly tests, which matches their expected levels of attainment.

7. Staff Meetings

Weekly academic and pastoral staff meetings occur, which provide an opportunity for the SENCo to pass on any further information regarding pupils' SEND requirements or in relation to external assessments completed.

8. SEND Department Meetings

Half-termly learning support meetings are held to discuss any issues regarding individual pupils. It also allows reflection on the current nature of the provision to ensure everything is in order and that the teaching strategies are working effectively.

9. Year Group Parents' Evenings

The SEND Department will offer 5-minute appointments during Parents' Evenings, which will allow parents to meet with their child's learning support teacher. If parents wish to discuss their child's learning support requirements for longer than the prescribed time, they may book an appointment with the SENCo and the pupil's learning support teacher at an appropriate time within the school day.

10. Role of the Teacher

At the heart of a graduated approach to SEND support is quality first teaching and at the centre of that is the role of the form teacher and subject specialists.

Pupils are only identified as SEND if they do not make expected progress once they have had inclusive intervention such as focus group support in English or maths, and other adjustments available to them consisting of inclusive in-class support and scaffolding.

Teaching the range of children within their class effectively with scaffolded lessons for individual pupils, across the curriculum, adapting content, teaching approach and pace where necessary, is the first step in responding to pupils who have or may have SEND. No additional support and intervention can compensate for a lack of excellent teaching.

With that in mind the school's 'Teacher Appraisal Planning and Review Programme' involves lesson observations of all teaching, in tandem with a training programme for all staff, including regular 'reflective practice' training. A heavy emphasis is placed on the need for high quality scaffolding for a lesson. A regular review of data, benchmarking, and a cause for concern list in English, helps us to form a view on pupil progress.

11. Identification: How do we decide whether to make special educational provision?

This involves all subject teachers (particularly a Form Teacher), Head of Section, in some cases the School Psychologist and SENCo considering all the information gathered from within the school about the pupil's progress, alongside national data, and expectations of progress from within the school.

This includes high quality and accurate formative assessment using effective tools and early assessment materials. For higher levels of need, this may involve drawing on more specialised assessments from external agencies and professionals. The school benefits from having on the staff an experienced Clinical Psychologist who offers expert advice and can guide colleagues towards the appropriate external professionals, if necessary.

All the above may become apparent through:

- Admission procedures, former school reports and outside agency reports.
- Teaching within Early Years, Pre-Prep or Prep Departments.
- Screening procedures e.g., standardised tests such as CAT4, Progress Tests in English, Maths and Science, PiRA Reading Test, NFER Spelling Test, Hast-2 Spelling Test, PUMA Maths Test and the Cognitive Profile Screener for ages 4 – 7 (which is currently under review).
- Benchmarking against nationally recognised assessment tools.
- Monitoring by staff via the SEND Referral and Monitoring Form, or parental concerns which are included on the school's SEND Register, which is regularly updated in iSAMS

12. Managing Pupil Needs on the SEND Register/Range of Support

On the basis that every child at Amesbury is unique and will provide a diverse profile of need, our solutions and provision are personalised to the child, rather than trying to fit the child into our structure of alternative provision. This can include:

- inclusive classroom support by subject teachers, teaching assistants or learning support staff in English and maths
- up to six-weekly 'little and often' small group learning support in reading, phonics, and basic skills in maths
- withdrawn small group learning support in English and maths
- individual learning support lessons in English and maths

These can motivate pupils and enable them to:

- express themselves more effectively by providing them with targeted multisensory strategies that help them to overcome their additional learning requirements
- explore and investigate by stimulating interest and enhancing problem-solving abilities
- consolidate skills in an enjoyable and rewarding way

All pupils in Years 5 to 8 have access to their own laptop device provided by the school, which they can use in lessons, as well as for homework tasks.

The laptop device allows pupils, supported by staff, to personalise their learning environment to suit their needs and for staff to provide resources in a variety of different formats including Tapestry, Wakelet, Flipgrid and Microsoft OneNote.

13. Benchmarking Policy

At Amesbury we have a Benchmarking Policy, which ensures that support is delivered to the right pupils at the right time and is managed fairly. The Head of English and Head of Maths will benchmark the pupils after they have sat their standardised tests and then meetings will be held with the SENCo, English and maths subject teachers to discuss whether pupils require further withdrawn learning support. We offer either small group or individual withdrawn learning support to pupils who are benchmarked in the lower fourth quartile, who have achieved standardised scores of **89 and below** in English or maths.

One or two lessons are offered at up to 60 minutes per session. We are currently unable to provide small group or individual withdrawn learning support lessons for subjects other than English and maths, or daily teaching assistant support for privately arranged external services such as speech and language therapy, occupational therapy, physiotherapy, or individual specialist daily reading and handwriting programmes.

Pupils on the SEND Register will be carefully monitored by the SENCo, Head of English, Head of Maths, and their subject teachers. If a child has made progress beyond his/her expected level of attainment, he/she may be withdrawn from learning support, but will continue to be monitored on the school's SEND Register in iSAMS.

14. When do Learning Support lessons occur?

Learning support lessons will take place on a rotational timetabled basis to avoid children missing the same academic or creative lessons each time or during activities for which a pupil may have a particular skill or enthusiasm. However, if an academic lesson is missed, children must be provided with work to catch up on, with the support of their subject teachers and/or form tutors. Children are not withdrawn from core academic subjects, apart from Science in Years 3 – 6.

Learning support lessons may be able to take place within a Modern Language lesson if this has been formally agreed by the Head of Modern Languages and the SENCo. This decision will only be made, based on a formal recommendation by an external assessor including an Educational Psychologist or a Specialist Assessor. If a pupil no longer requires learning support within a language slot due to solid progress, they will be asked to complete prep, appropriate revision, typing practice or PSB work within that time slot, which will be partially overseen by a member of staff. In some cases it may be possible to re-join a language lesson at an appropriate level.

15. Supporting a child with an EHC Plan:

We support children with an EHC Plan if these have been formally agreed with the Head and the Local Authority; full or partial funding (a personal budget) for such a plan is made payable to the parent(s) or the school on a termly basis. The EHC Plan must also name Amesbury as a suitable school for provision of the support contained in it including access to local government services such as physiotherapy, speech and language therapy, occupational therapy and specialist teacher advice or support. It may also be necessary to employ a suitably qualified learning support assistant based on the pupil's associated learning support requirements via agreed external 'high needs' funding.

Where a prospective pupil has an EHC Plan, the school will consult the parents and, where appropriate, the Local Authority to ensure that the provision specified in the EHC plan can be delivered by the school. The school will co-operate with the Local Authority to ensure that relevant reviews of EHC Plans are conducted, as required.

Any additional services that are needed to meet the requirements of the EHC plan will be charged to the Local Authority if the Authority is responsible for the fees and the school is named in the EHC Plan. In all other circumstances the school will agree the charging arrangements with the parent(s) regarding the provisions of the Equality Act where applicable.

At Amesbury we support pupils with an EHC Plan and make reasonable adjustments for their accessibility via the following:

- by conducting regular meetings with parents or carers, the Form Tutor, the learning support assistant, the Specialist Teacher Advisor from the Local Authority, external agencies, social worker (if required), the school's Lead Nurse and the key teachers involved in supporting the EHC plan
- a separate programme of exercises and PE recommended by the Physiotherapists, Specialist Teacher Advisor and Doctors responsible for the pupil's EHC Plan
- regular meetings with the learning support assistant regarding significant scaffolding for curriculum subject matter
- learning support staff and teachers to receive appropriate training in relation to the child's EHC Plan from the Local Authority
- support with use of the accessibility tools in Microsoft OneNote/Edge
- Annual/Interim Review meetings organised by the SENCo to discuss a pupil's transition to a senior school setting and sent to the pupil's nominated Case Worker in the Local Authority
- meetings with the Deputy Head, Pastoral in relation to the EHC Plan regarding Risk Assessments for trips and performances outside of the school and accessibility will be required
- regular meetings about the type of support required in relation to Occupational and Speech Therapy, which is provided by outside agencies, with extra support partially funded by parents
- regular assessments in English and maths must consider the strengths and difficulties the child has and as a result, the class/subject teacher will need to work closely with the learning support assistant or specialist teacher support staff to plan and assess appropriate interventions linked to in-class teaching
- regular discussion on the impact of the support given in relation to the EHC Plan, setting targets and reviewing these in conjunction with the Specialist Teacher Advisor, class teacher and learning support assistant are important
- weekly and medium-term planning must be kept up to date
- referral to external agencies such as Doctors, Physiotherapists, Optometrists, Occupational Therapists, wheelchair adjustment staff, parents or carers will enable staff such as the school's Lead Nurse, class/subject teachers and learning support assistant to have clear information on support and next steps
- close monitoring is needed to ensure adequate progress is made by the child receiving the EHC Plan and that it is maintained
- the child must have suitable access including flat footpaths, ramps, a lift, specialist equipment for learning and eating (please see Amesbury School's Three-Year Accessibility Policy)
- the school must continue to seek further external advice from parents, the Local Authority and the child's medical professionals if the condition deteriorates so that an alternative programme may be used.
- the pupil or young person must be at the centre of the planning regarding his/her EHC Plan and his/her pupil voice should be considered via 'person-centred planning'
- be a member of the school's Safeguarding Committee to promote the welfare of SEND pupils

16. Exam Access Arrangements for Children with Special Educational Needs (Disability)

The following arrangements can be made, subject to meeting certain criteria:

16.1 Additional time

Additional time of up to 25% is usually only given to children who have been formally assessed by an Educational Psychologist or Specialist Level 7 Assessor. In very exceptional circumstances this may be increased further to 50%.

16.2 Other arrangements:

Children with reading difficulties: a reader may be used on an individual basis with pupils if deemed necessary by an Educational Psychologist or Specialist Assessor, however not for tests of reading comprehension, where reading is being assessed.

Pupils may ask for a word to be read to them if they are unsure how to pronounce it, however the whole passage of reading comprehension is unable to be read in its entirety. Pupils are unable to ask for definitions of any unknown words, however, may have any instructions repeated and comprehension questions read out to them if they request for this assistance.

With prior agreement with the senior school, there may be an allowance of a computer reader or reading pen and voice-to-text software or dictation, if this need is warranted and confirmed in an Educational Psychologist's or Specialist Assessor's Report. The assessing senior school may choose to adopt Joint Council for Qualifications (JCQ) guidelines for children with moderate reading difficulties regarding access arrangements in public exams at Common Entrance.

Children with writing difficulties:

- Scribe
A scribe can be used when:
An Educational Psychologist or Specialist Assessor makes the recommendation because a child is physically able to write but writes very slowly or is physically able to write, however, finds writing difficult and their typing speed may be limited.
- Using word processors
Word processors may be used by children who usually use them as part of classroom practice. During exams, tools that help with punctuation, grammar and spell checkers must be switched off.
- Spelling and grammar checkers may be turned on if this has been agreed by the assessing senior school and there is a clear indication for this concession to be granted via an Educational Psychologist's Report, prior to the written assessments taking place.

Children with poor concentration or focus:

- children on the SEND Register may also sit their exams in a separate room where the low-key environment may reduce some of the pressure, they might otherwise experience. They may also receive breaks and prompts if this has been recommended on an external report, however, without allowing extra time.

The above options can only be used in examinations if they are part of regular classroom practice.

17. EYFS

The school has in place arrangements to support children with SEND and/or disabilities. The school operates with regard for the current SEND Code of Practice. The EYFS Department is guided by the aims and objectives of the main school's Policy for Special Educational Needs. They are also governed by the School's Roles and Responsibilities and the involvement of Parents as Partners.

The triggers for early identification of Early Years children with possible Special Educational Needs are like those in the main school, however, linked more specifically to the Early Years curriculum. We adopt a graduated approach with four stages of action: assess, plan, do, review, under the guidance of the EYFS SENCo/Head of Pre-prep.

The provision for children identified with Special Educational Needs will take the form of in-class support on an individual or small group basis, and will follow the internal, early identification of SEND (formerly, School Action) and the involvement of outside agencies (formerly, School Action Plus) procedure as outlined in Appendix C. Any Early Years children who have been identified will be included on the school's SEND Register in iSAMS.

Detailed records of the Early Years children on these lists will be maintained and appropriate assessments performed regularly to monitor progress.

18. School's roles and responsibilities

18.1 Governor's role

The governing body, in co-operation with the Head, determine the school's general policy and approach to provision for children with Special Educational Needs and Disability (SEND), establishing the appropriate staffing, funding arrangements and maintain a general oversight of the school's work.

- 18.2** The deputy head, academic also keeps the governing body fully informed on a termly basis through the Education Committee.

18.3 The role of the Senior Leadership Team

The Deputy Head, Academic, Deputy Head, Pastoral along with the school's Psychologist, SENCo, Heads of English and Maths, and all teaching staff will work to ensure that the policy is implemented fully and to the benefit of all pupils. The SENCo will keep the Senior Leadership Team informed of any issues that arise in relation to the SEND policy and its implementation. All teaching staff will also ensure that appropriate and inclusive educational strategies are offered to every child/young person within the school.

19. Special Educational Needs Co-ordinator's (SENCo) role

The SENCo's role at Amesbury School is to:

- Identify and assess children with SEND in conjunction with the class or form teacher, subject teachers, and parents, using information from a variety of sources including the SEND Referral and Monitoring Form and data obtained from the school's diagnostic testing
- To ensure staff have access to Pupil Profiles which contain valuable information regarding a pupil's strengths, weaknesses, type of support and recommendations for additional learning needs; these will be stored confidentially in iSAMS
- Ensure subject teachers provide up to three SMART targets to address identified learning needs in conjunction with the SENCo, specialist teachers/assistants, parents and pupils which are reviewed on a termly basis
- Maintain up-to-date records to monitor children's progress and note any action taken
- Ensure the SEND Policy is implemented inclusively, and all appropriate SEND information in iSAMS is kept updated and reviewed on a regular basis
- Communicate regularly with all relevant members of staff for all pupils on these lists
- Communicate with parents on a regular basis, either through arranged face-to-face (or online) parent meetings, or at other appropriate times
- Have termly meetings with the Heads of English and Maths as well as subject teachers to track pupil progress for those children who are already receiving withdrawn small group or individual learning support
- Liaise with outside agencies or professional services regarding the other additional needs of certain pupils
- Review and update all the resources, including the assessment materials linked with the SEND Department
- Complete questionnaires & reviews for external agencies in close liaison with Deputy Head, Academic, form tutors, subject teachers, and parents
- Ensure and assist class teachers in conjunction with learning support staff to raise, draft, update and manage targeted learning plans known as 'TLRs'
- Make sure all teachers receive updated training regarding planning for inclusive strategies for supporting children with SEND
- Be part of the Teacher and Learning, as well as the Appraisal Teams to ensure inclusion, literacy and numeracy is at the heart of what we do and to conduct teacher appraisals within the SEND department to share best practice
- Organise staff talks and training sessions regarding subjects such as working memory and neurodiversity

19.1 Role of all teaching staff

- Have read and understood the school's SEND Policy and its procedures
- Assist in the gathering of information including tracking progress, the formulation and evaluation of targets
- Attend necessary meetings
- Carry out responsibilities in pursuance of targets and support of the child

20. Record Keeping

Detailed records are kept of all children placed on the School SEND Register. These documents, available in iSAMS and in the SEND Team, include a SEND Register (listing dates of assessments, additional learning support requirements and main recommendations), and specifically for Years 1 to 8, Targeted Learning Plans (TLRs). These records are important as part of the on-going monitoring of a child and provide evidence for the regular review of progress towards achieving the short-and long-term targets.

These records are made available to all teachers in contact with relevant children to inform lesson planning and differentiation of tasks for those children.

Appendix A gives details of the stages of identification of SEND intervention procedures, and the triggers for such actions.

Appendices B and C provide summaries of the identification, assessment, and provision processes, from an initial concern to internal support and intervention (formerly School Action) and where appropriate involving external agencies (formerly, School Action Plus) Pre-Prep/Prep and EYFS.

21. Parents as Partners

The support and understanding of the child's parents are critical to enable the school to meet the pupil's needs. To this end the parents of children with identified needs will be fully informed and engaged with any programme of support and where they can provide out of school support.

Parents will be shown how to assist their child with work at home and will be encouraged to build up their child's confidence and self-esteem.

Parents are always welcome to discuss their child's progress or any concerns they may have with the Form Teacher, Head of Section or Subject Teachers/SENCo, and School Psychologist by appointment via the Deputy Head, Pastoral and SENCo. A relationship based on mutual respect is encouraged.

Parents are encouraged to:

- be supportive of the child and the school in meeting targets
- engage relevant professionals where required
- attend necessary meetings

Appendix A: INTERVENTION PROCEDURES

Adequate progress through the school's usual, scaffolded curriculum can be achieved through progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is like that of peers starting from the same attainments baseline, but may be less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

The assessment and planning process of intervention should:

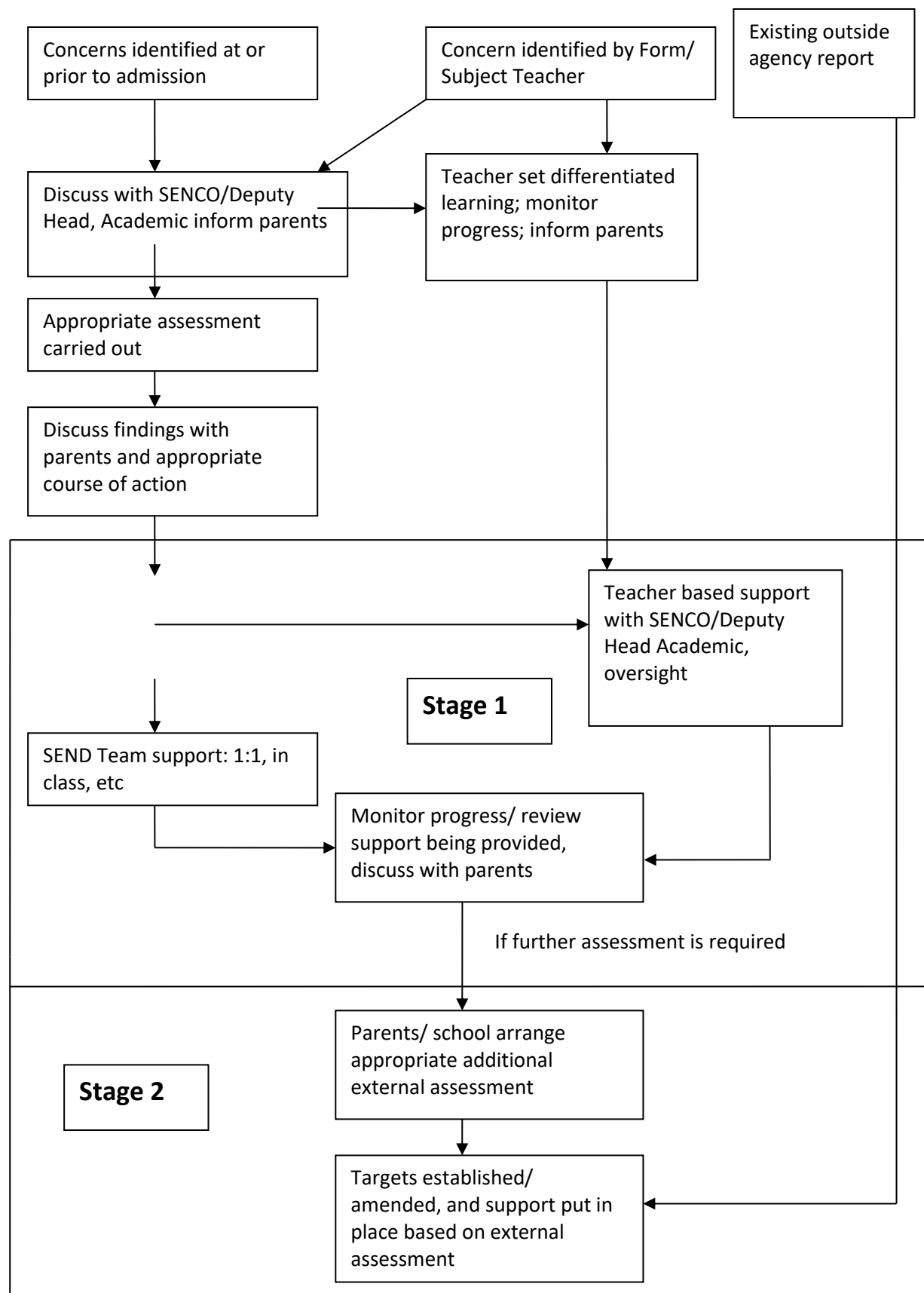
- focus on the child or young person as an individual
- enable children and young people and their parents to express their views, wishes and feelings
- enable children and young people and their parents to be part of the decision-making process
- be easy for children, young people and their parents or carers to understand, and use clear ordinary language and images rather than professional jargon
- highlight the child or young person's strengths and capabilities
- enable the child or young person, and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
- tailor support to the needs of the individual
- (parents) organise formal assessments by outside agencies based on the recommendations of the SENCo, or school's Clinical Psychologist if deemed necessary
- bring together relevant professionals to discuss and agree together the overall approach, and
- deliver an outcomes-focused and co-ordinated plan for the child or young person

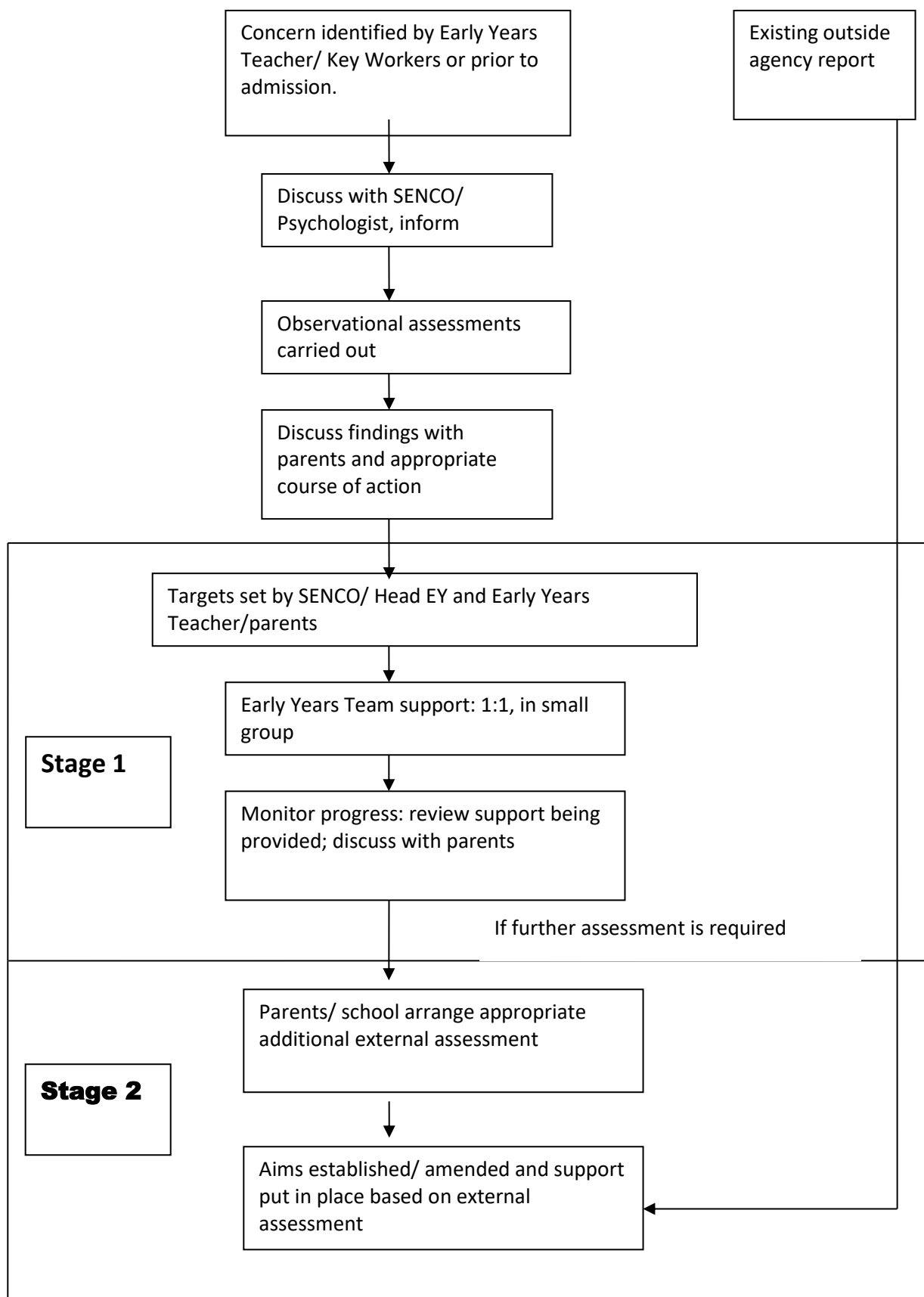
Stage 1 (identification and in school support, formerly School Action)

Triggers for this intervention, which will be additional to, or different from, the usual curriculum, will occur if: a child makes little or no progress, particularly in the areas of literacy and maths; presents with persistent emotional and neurodiverse difficulties; has sensory or physical problems; or, has communication/ interaction difficulties.

Stage 2 (intervention and external agencies, formerly School Action Plus)

If a child, despite receiving support through 'School Action', continues to make little or no progress in specific areas of the curriculum and this is supported by assessment evidence, intervention will be made through Stage 2. The school or parents will consult an external specialist (such as an Educational Psychologist or Specialist Assessor) to provide an independent assessment and advice on specific strategies for supporting the child further.

Appendix B: SEND ASSESSMENT AND PROVISION PROCESS OVERVIEW – PRE-PREP/PREP

Appendix C: SEND ASSESSMENT AND PROVISION PROCESS OVERVIEW – EARLY YEARS

Appendix A: Intervention Procedures

Appendix B: SEND Assessment and Provision Process Overview – EYFS / Y1–Y8

Appendix C: SEND Assessment and Provision Process Overview – EYFS

This policy is also cross-referenced with other school policies, in particular: Admissions, Anti-Bullying, Behaviour & Sanctions, Complaints, Safeguarding and the Three-Year Accessibility Plan.