

BIDDICK HALL JUNIOR SCHOOL

SEN INFORMATION REPORT

The report below details the ways in which SEN is managed in Biddick Hall Junior School. It sets out, in summary form, the responsibilities of the school, Governors and the Local Authority when making sure that the additional needs of pupils who have been identified as having Special Educational Needs and Disabilities (SEND) are met in a way that works for the pupil without too many meetings and paperwork.

Numbers in bold refer to Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

School Policy

Every teacher is a teacher of special and additional educational needs and disabilities.

Our challenge is to recognise and then to support the needs of all pupils in our care.

*“Special educational provision is educational or training provision that is **additional to or different from** that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching” SEN Code Of Practice (2014)*

Introduction and aims

The purpose of this policy is to promote, develop and maintain all issues of inclusion for children identified as having Special Educational Needs in our school. We are committed to establishing an environment where all children can flourish and feel included in every aspect of school life. We believe in high expectations of all children and the achievement, well-being and attitudes of all children have equal importance.

SEN Support at Biddick Hall Juniors is underpinned by two key principles, taken from the new Code of Practice (DFE, 2014)

- All teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.
- Teachers need to focus on outcomes rather than on hours of support to help a pupil to make progress

The role of the SENCO, among other things, is therefore to provide strategic support and advice to colleagues, to ensure the quality of teaching – whoever is providing it – is high for all pupils, and to contribute to school improvement.

Biddick Hall Junior School is committed to inclusion. We aim to maintain and extend the school’s culture, policies and practices of inclusion for all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners taking into account their needs and experiences. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- ❖ girls and boys
- ❖ learners who are in receipt of FSM
- ❖ learners who need support to learn English as an additional language (EAL)
- ❖ learners with special educational needs
- ❖ learners who are disabled or have long term illness
- ❖ those who are gifted and talented
- ❖ those who are looked after by the local authority
- ❖ any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Biddick Hall Junior School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

This policy summarises how we address the needs of learners at Biddick Hall Junior School who have additional needs.

The SEND Aims for the school

The aim of SEND policy and practice in this school are:

- ❖ To provide curriculum access for all
- ❖ To secure high levels of achievement for all
- ❖ To meet individual needs through a range of provision.
- ❖ To attain high levels of satisfaction and participation from pupils, parents and carers.
- ❖ To ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- ❖ To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- ❖ To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- ❖ To promote the self-esteem and emotional well-being of all children

4. The name and contact details of the SEN co-ordinator

Mrs J O'Neill

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0191 5362186

The name and contact details of the Designated Teacher for Looked After pupils

Mrs M Collinson

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10. How the governing body involves other bodies in meeting the needs of pupils with special educational needs

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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 by mainstream schools.

Responsibilities

All staff in our school have a responsibility for maximising achievement and opportunity of vulnerable learners. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The SENCO

The SENCO plays a crucial role in the school's SEN provision. This involves working with the Head Teacher and Governing Body to determine the strategic development of the policy. The SENCO liaises with all staff at all levels across the school to ensure appropriate guidance, support, resources and opportunities are brought together to support all individuals and groups. The SENCO is available to have meetings with teachers and liaises with external agencies to support vulnerable pupils.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Managing Teaching Assistants
- Overseeing pupils' records
- Liaising with parents/carers
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services and voluntary bodies.

The Teacher

All teachers are teachers of children with special educational needs.

This is achieved by:

- Providing differentiated teaching and learning opportunities,
- Setting suitable learning challenge
- Taking responsibility for progress of all children in their class
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners
- Ensuring that there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely “‘additional to’ or ‘different from’ those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2014)
- Analysing the attainment of all pupils to ensure all pupils continue to make progress in all areas of learning by responding to children’s learning needs and interests and to ensure that there are no differences in achievement between different groups e.g. SEN, boys, girls, etc.
- Using ongoing summative assessment to inform future planning and adjust short term planning to take account of progress and areas of difficulty.
- Providing additional curricular opportunities that meet the needs of individuals or groups (such as English and Mathematics interventions)
- Involving parents, pupils and all staff in the process of inclusion through raising their awareness of how attitudes and behaviour affect the school community.

The Governors

The Governing Body is responsible for ensuring that an SEN policy is in place and that it is implemented effectively. The SEN Governor also has a statutory role to play in the evaluation of SEN provision:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that SEN pupils are fully involved in school activities
- Ensuring that the work of appropriate bodies and organisations are involved in school life in meeting the needs of pupils with SEN
- Being fully involved in developing and subsequently reviewing SEN policy

2. Information about the school’s policies for the identification and assessment of pupils with special educational needs.

3a. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils

3b. The school’s arrangements for assessing and reviewing the progress of pupils with special educational needs

SEN INFORMATION REPORT

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Co-ordination of Provision

This policy will be implemented by all staff in this school and it is therefore important that all involved are aware of the arrangements we have made for special needs. The Special Needs Co-ordinator (SENCO) at Biddick Hall Junior School is **Mrs J O'Neill**. It is intended that the SENCO and the class teachers should work closely with each other so that a child with possible learning needs is identified early. Children at Biddick Hall Junior School can be on varying stages within our provision for SEN.

Types of Special Education Need (SEN)

SEN is divided into 4 types:

- **Communication and Interaction**

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

- **Cognition and Learning**

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or dyspraxia.

- **Social, Mental and Emotional Health.**

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

- **Sensory and/or Physical Needs**

This includes children with sensory, multi-sensory and physical difficulties.

NB: Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

SEN Stage Procedures

We maintain a school register of all pupils identified as having SEN. These children are known as being in receipt of **SEN SUPPORT**. The Register is updated every term to show changes in pupil need and as pupil progress is tracked. The length of time spent by individual pupils both on the SEN register and within the different stages will vary greatly. The length of time spent at each Stage will be influenced by the recorded outcomes of these termly reviews. Parents' and pupils' views will be sought and they will be fully informed.

SEN Funding Ranges

All children on the SEN support register are additionally assessed and placed in a 'funding range' following the implementation of this by the Local Authority (in the 2017-2018 academic year). These are based on the four areas of SEND (2014 Code of Practice) and on the 'golden thread' of the graduated approach of assess, plan, do and review. It is a 'needs led' approach. At ranges 1-3, the notional budget within the school will allow the needs of the pupils to be met. For the higher ranges, funding may be provided from the LA High Needs Budget. Details of ranges 1 – 4 can be found in **appendix 1** at the end of this policy/information report.

Criteria for movement between stages

The criteria for movement between the Stages are based on three key factors:

- (1) Progress
- (2) Severity
- (3) Complexity

Progress

The progress that a child has made in response to the support provided through an individual education plan is an important factor in deciding whether a child should remain on the same Stage or move to a higher or lower Stage. The degree of progress often reflects the effectiveness of different strategies and/or the need to review these.

Children progress at different rates and pupils capabilities are an important element in the evaluation of progress. The evaluation of progress requires schools to set targets which are specific, measurable, appropriate, realistic, and time related (SMART). Limited progress, or lack of progress, can reflect the degree of difficulty the pupil is experiencing in overcoming difficulties but may also raise issues about the targets against which progress has been measured or about the strategy adopted. Satisfactory progress in meeting targets is an indication that a pupil's special educational needs are being met and may suggest a return to an earlier Stage.

Severity

Severity is a measure of how a pupil compares with his or her peers. Currently, attainment is measured against end of year expectations for each year group and one of the ways in which a child is identified as having SEN at Biddick Hall Junior School is that they are working at an expectation significantly below their peers. Each term, children are assessed against end of year expectations for their year group and are assessed as being emerging, achieving or exceeding/Greater depth. Any children who are not on track to achieve end of year expectations are likely to receive some form of intervention. Additionally, an in-depth discussion will be held about any children who are not making the expected amount of progress. These criteria are not 'set in stone' and each child is considered on an individual basis following discussion between the SENCo, class teacher and teaching assistants within each class.

Complexity

Complexity takes account of the number and range of factors which may contribute to a child's special educational needs. It ensures that each child is considered as an individual. It provides some flexibility to respond to individual children's needs. In some cases, other criteria may be applied less stringently in the light of complexity factors. Understanding of the complexity of a pupil's needs depends on the collection of accurate information from a variety of sources. Close working with other agencies and understanding of their priorities is essential in identifying complexity factors.

It is important to note that some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers.

Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

Where additional needs are identified we follow a graduated process of support involving four types of action in a cyclical nature. Decisions made are revisited and refined as the understanding of a pupils' needs grows. The four actions involved in the cycle are:

Assess - pupil's needs are clearly analysed and assessed, this information will be continually reviewed. This will draw on information about the child's attainment, progress and behaviour and will involve the views and experiences of parents and advice offered from other sources.

Plan - as SEN support is planned, parents/carers will be informed and involved in the process of agreeing interventions and support, alongside a date for review. At this stage it is likely that an IEP will be written (Individual Education Plan). Both pupil and parent will share in this document which will set out clearly the outcomes anticipated for the child.

Do - the class teacher will remain responsible for working with all children on a daily basis. Where interventions involve group working carried out by a teaching assistant (TA), the class teacher will have worked alongside the TA sharing outcomes and expectations as well as strategies and resources for support. The class teacher continues to be responsible for the intervention and should be involved in assessing the impact of the intervention.

Review - the intervention/support will be evaluated by the class teacher and SENCo alongside the targets set on the IEP. Changes in support/strategies will reflect the success of the intervention, the pupil's progress and development and revised outcomes will then be planned for in consultation with the parent and pupil.

3c. The school's approach to teaching pupils with special educational needs.

3e. Additional support for learning that is available to pupils with special educational needs.

Support is offered at different levels depending on a pupil's needs:

Stage 1

WAVE 1 : Well-differentiated, quality first teaching

All children are entitled to 'High Quality First Teaching' at Wave 1. This is also described as universal provision. Within Wave 1 teaching, some children (identified as potential vulnerable learners through a change of circumstances or lack of progress) may be taught, at times, in small groups or in a one-to-one situation to support or develop their learning further. Teachers are skilled at adjusting their teaching to suit differences in learning. Where a child has difficulties that cannot be addressed solely within wave 1 provision, they can be given additional support and help at Wave 2 or 3. At Wave 1, children will not routinely be allocated an 'Individual Action Plan' (IAP) and will not routinely form part of the provision plan for that class.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO and senior leaders.
- ongoing assessment of progress and termly progress meetings with the Head Teacher
- work sampling on a termly basis.
- scrutiny of planning.
- informal feedback from all staff.

- pupil progress tracking using assessment data (whole-school processes) Stage 2 - (previously known as 'School Action')

WAVE 2 : Additional SEN Support/Interventions, usually in groups, to enable pupils to work at age-related expectations or above

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked.
- It may be decided that a very small number, **but not** all of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an **Education Health and Care Plan**.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Action Plan is required.
- Our approach to IAPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - Our IAPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended.
 - Our IAPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Our IAPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”. Pupils are involved in the setting and evaluating of their targets.
 - Our IAPs will be based on informed assessment and will include the input of outside agencies, where appropriate
 - Our IAPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - Our IAPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
 - Our IAPs will specify how often the target(s) will be covered
 - Our IAPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
 - Targets for an IEP will be arrived at through :
 - Discussion between teacher and SENCO
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional
 - Our IAPs will be reviewed at least termly by class teachers in consultation with the SENCO. Some will be reviewed on a half termly basis.

Details will also be included on a provision plan in line with Local Authority guidance.

Wave 3 : Intervention in a 1:1 situation, designed to boost progress and help the child close the gap between themselves and their year group. This is also likely to involve external agencies, most likely members of the Educational Psychology Service

Wave 3 intervention can be carried out by a teacher, a specifically trained teaching assistant or the school SENCo. It may also involve a member of the Educational Psychology Service. It is based on the needs of the child, is time limited and is highly structured so that the steps in learning are small and achievable. At this stage it is likely that external agencies will be involved as the school seeks support in meeting the needs of the pupil. As previously stated, and in line with the Code of Practice 2014, parents and pupils will be involved at all stages of the decision making process.

Education Health and Care Plan

- Pupils with a an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, they will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Planand will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in the Special Educational Needs Code of Practice 2014 and with local policy and guidance - particularly with regard to the timescales set out within the process.

Possible Interventions

A range of targeted interventions are used at Biddick Hall Junior School. These include:

- Lexia
- Doodle Maths
- Toe by Toe
- Read Write Inc Phonics
- Handwriting including 'Write from the Start'
- Writing Interventions
- Social and Emotional Support
- Accelerated Reading - 'Early Literacy' (support)

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, coloured overlays, visual timetables, larger font, coloured paper and books etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

1. The kinds of special educational needs for which provision is made at the school.

3d. How the school adapts the curriculum and learning environment for pupils with special educational needs

3f. How the school enables pupils with special educational needs to engage in the activities of the school together with children who do not have special educational needs

3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs.

Summary of Provision made by School

<p>1. All children and young people</p>	<ul style="list-style-type: none"> • Trained SENCO with QTS who is a member of the Senior Management Team. • SEN Policy, with provision and practice in place. • Accessibility Plan in line with Equality Act 2010. • Information on Inclusion and SEN provided to <u>all</u> parents/carers. • SEN Governor. • SEN Development Plan. • Inclusive ethos and curriculum. • Range of teaching strategies and learning opportunities. • Range of ICT equipment as/if required. • Target setting and tracking process.
<p>2. Children and young people with additional needs (SEN) previously School Action and School Action Plus) now known as SEN Support</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> • Assessment of: learning environment; grouping of children/young people; teaching styles; curriculum materials; individual children's/young people's physical, sensory, and cognitive barriers; children's/young people's social and emotional needs and other relevant circumstances. • Additional and different provision such as individualised or small group planning. • Increased use of ICT resources as/if required. • Staff collaboration with specialists within the school and with outside agencies. • More detailed planning incorporating specialist information. • Individualised programmes in more than one foundation curricular area. • Increased classroom and small group support. • Environmental adaptations.
<p>Statutory provision as specified in a Statement of SEN, now known as an Education Health and Care Plan (EHCP.)</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> • Very detailed planning and tracking. • Individualised programmes in several areas of the curriculum. • Arranging the provision specified in an EHC Plan. • Arranging the annual review of an EHC Plan and submitting recommendations to the LA.

Provision for children with Special Educational Needs (SEN) at Biddick Hall Junior School

We are a fully inclusive school who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their potential. It may not list every skill, resource and technique we use in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

<u>Biddick Hall Junior School</u> entitlement offer to pupils with additional needs	
Type of SEN for which provision is made at the school	Type of support
<p>Communication and Interaction:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorders • Speech, Language and Communication Needs 	<ul style="list-style-type: none"> • Use of child friendly plans involving pupils, parents and staff in the formulation, review and implementation of these documents. Process of planning, assessment and review is followed. • Differentiated curriculum and resources • Visual timetables • Areas of low distraction • Support/supervision at unstructured times of the day. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. • ICT is used to reduce barriers to learning as/where possible. • Strategies/programmes to support speech and language development. • Strategies to reduce anxiety/promote emotional wellbeing. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Fully qualified/trained SENCO who can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
<p>Cognition and Learning:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties 	<ul style="list-style-type: none"> • Use of child friendly plans involving pupils, parents and staff in the formulation, review and implementation of these documents. Process of planning, assessment and review is followed. • Differentiated curriculum and resources. • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning.

	<ul style="list-style-type: none"> • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. writing skills groups etc. • ICT is used to reduce barriers to learning as/where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Fully qualified/trained SENCO who can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. • Behaviour and anti-bullying policies are evaluated on a regular basis with consideration of the impact upon pupils' with SEN. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the local Offer. • A systematic approach to phonics is taken across school in the form of 'Read Write Inc.'
<p>Social, Mental and Emotional Health:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • The school ethos values all pupils. • Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices. • The schools behaviour policy identifies where reasonable adjustments/changes can be made to ensure the need for exclusion is kept to a minimum. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Outdoor learning is used where appropriate to offer a different approach to the curriculum, which supports children with social, emotional and behavioural needs. • The school operates an 'open door' policy – the Head Teacher and Deputy Head Teacher are accessible on a daily basis to support any pupils/parents • Access to information and support is available within school for behavioural, emotional and social needs. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
<p>Sensory and/or Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment 	<ul style="list-style-type: none"> • Advice and guidance from the Local Authorities Sensory Impaired Service is sought and acted upon to ensure barriers to success are reduced or removed. • ICT is used to increase access to the curriculum. • Provision to support access to the curriculum and to develop independent learning. • Support staff are placed where needed throughout the school

<ul style="list-style-type: none"> • Multi-sensory impairment • Physical and Medical Needs 	<p>to ensure pupil progress, independence and value for money.</p> <ul style="list-style-type: none"> • Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs. • Access to Medical Interventions. • Access to strategies/programmes to support Occupational Therapy/Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • The school works hard to ensure that parents/carers are able to work in partnership with them to support their children. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer. • The school has a ramp making it accessible to wheelchair users and has a disabled toilet.
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Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings.

Inclusion of pupils who are looked after in local authority care

Our school recognises that :

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The current designated teacher at our school is the Head Teacher, **Mrs M. Collinson**. The responsibilities of our designated teacher include:
 - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are 'looked after' have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
 - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer)

- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 3 to Year 6 we set targets for English and mathematics with children identified as being capable of exceeding end of year expectations. We teach the children in our classes with appropriate differentiation, with more able children often being grouped together. At year 6, children are set, with more able pupils being placed in 'set one'. We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, specialist teaching (music) and partnership with primary and secondary schools.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. The current SENCo achieved statutory accreditation in 2011. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO will regularly attend local network meetings to discuss local and LEA issues which affect SEN provision
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- The TAs employed by the school also attend courses run by the LEA, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be sought from the Local Authority, and if required by external sources. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

7. The arrangements for consulting parent of children with special educational needs about, and involving such parents in, the education of their child.

8. The arrangements for involving young people with special educational needs about, and involving them in, their education.

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- asking permission from parents prior to approaching any outside agencies and keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets and in the form of high quality marking which provides children with a target TMLO ('To Move Learning On'). We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
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Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority)

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and/or SENCO, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

8. The contact details of support services for the parents of pupils with special educational needs.

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service :

Contact Number : 0191 4268100

Email: eps@southtyneside.gov.uk

Parent Partnership Service :

Contact Number : 0191 4246345

Email: <http://www.visitsouthtyneside.co.uk/article/11860/the-parent-partnership-service>

South Tyneside Council Support :

Website: <http://www.southtyneside.info/article/11254/Help-for-parents-of-children-with-SEN>

The PLACE (Project for Looked After Children) :

Contact Number : 0191 4273490

Email: theplace@southtyneside.gov.uk

CYPS (Children and Young People Services)

Contact Number : 0191 5665500

13. Information on where the local authority's local offer is published

<https://www.southtyneside.gov.uk/article/37973/Our-Local-Offer>

By law, the Local Authority has to publish the arrangements for SEN, and further details are available in the Local Authority Local Offer <https://www.southtyneside.gov.uk/article/37973/Our-Local-Offer>

Summary

All involved with Biddick Hall Junior School realise the responsibility we have when working with a child with SEN. Each child with additional needs in this school is valued and catered for in all aspects of school life because we appreciate the right of all children to have access to a curriculum that is appropriate to them. Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

Note

Parents can contact their local Parent Partnership Service for impartial information, advice and support in relation to their child's SEN and/or disability.

Contact details:

Phone - 0191 4246345

Email - parentpartnership@southtyneside.gov.uk

Links with other policies and documents

This policy links to other policies within Biddick Hall Junior School, including:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Monitoring arrangements

This policy and information report will be reviewed by Mrs J O'Neill **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

APPENDIX 1

Biddick Hall Junior School



FUNDING RANGES – Condensed version for staff and parents (November 2017)

Cognition and Learning

Range 1	<ul style="list-style-type: none">✓ Below expectations (may be well below).✓ Difficulty with language acquisition/use of language, literacy, numeracy skills.✓ Difficulty with pace of delivery.✓ Problems with concept development.
Range 2	<ul style="list-style-type: none">✓ Persistent difficulties with acquisition of/use of language, literacy, numeracy skills.✓ Well below expected outcomes with little or no closing of the gap despite differentiation and intervention.✓ Evidence of cognition difficulties, i.e. memory, concept development, sequencing and reasoning.✓ Processing difficulties.✓ Mild but persistent difficulties in aspects of literacy, numeracy or co-ordination despite intervention and differentiated teaching.✓ May have difficulties with organisation and independence in comparison to peers.✓ Possibly other needs that impact on learning.✓ Self-esteem and motivation may be an issue.
Range 3	<ul style="list-style-type: none">✓ Moderate but persistent difficulties with acquisition of/ use of language, literacy, numeracy skills and appear resistant to previous interventions.✓ Increasing evidence of an increasing gap between them and peers despite targeted intervention, differentiation and modified curriculum.✓ Moderate difficulties with independent working and needs support of an adult and modified curriculum.✓ Assessment by an Educational psychologist indicates significant and enduring difficulties with several aspects of cognition, e.g. memory, concept development, processing, sequencing and reasoning that impact on learning or limit access to the curriculum.✓ May require assistive technology or communication supports.✓ Difficulties with learning impacts on self-esteem, motivation and emotional wellbeing despite positive support and personalised learning plan.
Range 4	<ul style="list-style-type: none">✓ Significant and persistent difficulties with acquisition of/use of language, literacy, numeracy skills and appear resistant to previous interventions.✓ Key language literacy/numeracy skills are well below functional levels for their year group – cannot access text or record independently.✓ Significant, long term or life-long difficulties in cognitive processing requiring alteration to the pace and delivery of the curriculum.✓ The condition is pervasive and debilitating requiring high levels of support including assistive technology.✓ Social skills and behaviour may be affected. The pupil may appear socially immature and vulnerable because of limited social awareness.✓ The level of adjustment is so and specialist teaching is greater than normally provided in a mainstream setting.



Cognition and Learning

	Assessment and planning	Groupings	Curriculum/teaching methods	Support/intervention/HR
Range 1	Whole school/class differentiated planning/ assessment. Additional assessment where appropriate (Dyslexia, dyscalculia). Access to reading groups, phonics, etc. Monitor effectiveness of interventions.	Mainstream class with flexible arrangements. Access to small group work. Access to interventions based on area of need. Access to generic 'catch-up' programmes.	Full inclusion to curriculum, Quality First Teaching. Differentiation. Simplify level/ pace/teacher talk. Basic skill reinforcement, revision, transference and generalisation. Plugging gaps in learning. Formal teaching of vocab and concepts. Multi-sensory.	Class teacher with advice from SENCO. Light touch classroom support. Time limited intervention programmes. Specific targets – outcomes closely monitored. Strategies to encourage cognitive engagement and transference of skills e.g. Problem solving, thinking skills. Assess, plan, do review. Parental engagement.
Range 2	Screening tools to establish profile of strengths and weaknesses – will inform intervention and adjustment for curriculum access and exams. Planning show clear differentiation (including planning for support). Regular review by SENCO.	Arrangements for 1:1 to support the acquisition of literacy, numeracy, handwriting and motor skills. Ensure access to groupings that reflect cognitive ability.	Differentiated curriculum with modifications that include alternative methods to record and access text e.g. ICT aids.	Sustained, targeted support (1:1 and group) under direction of teacher. Time limited withdrawal with clear focus and entry and exit criteria. 1:1 programmes where appropriate (e.g. 3 x 30 mins weekly).
Range 3	SENCO takes advice from external specialists (e.g. Ed Psych as appropriate. Evidence gathered for possible EHCP. Individual SMART targets.	Daily opportunities for 1:1 support with specific targets. Flexible grouping (e.g. positive peer models).	Increasingly individualised and modified curriculum individualised level of pace, teacher talk etc. Small, targeted steps within group and 1:1. Alternative recording as appropriate.	Support to class teacher from SENCO, and outside professionals as appropriate. Under teacher supervision -sustained, targeted support. Consistent, structured environment. Access to trained adult support to deliver interventions, e.g. Elklan activities.
Range 4	Adapted or additional assessments (e.g. PIVATs) to enable measuring of small steps of progress. Provision and support will be driven by EHCP.	Predominantly working on modified curriculum tasks. Daily opportunities for 1:1 support for specific targets.	Visual clues to support auditory information. Teaching and activities adapted to reduce impact of processing difficulties. Small steps. Personalised tasks. Access arrangements embedded.	May be part of modified class curriculum. Pupil included wherever possible. Simplified language with instructions chunked. Access to daily programme for literacy of numeracy. Access to assistive technology.



Communication and Interaction – Speech and Language

Range 1	<ul style="list-style-type: none">✓ Will mildly affect curriculum access and social development.✓ Speech is understood but has some immaturities, which may impact on social interaction and may impact on the acquisition of literacy.✓ Listening and attention issues that affect engagement and independent learning.✓ Difficulties in understanding the main points of discussion, information, explanations.✓ Support with listening and responding.✓ Difficulties in the understanding of language for learning (conceptual language; size, time, shape, position).✓ Reduced vocabulary range, both expressive and receptive.✓ May rely on simple phrases with everyday vocabulary.✓ Social interaction limited impacting on making and maintaining friendships.✓ Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement.✓ Difficulty in talking fluently e.g. repeated sounds, words or phrases.
Range 2	<ul style="list-style-type: none">✓ Persistent difficulties with acquisition of/ use of language, literacy, numeracy skills.✓ Well below expected outcomes with little or no closing of the gap despite differentiation and intervention.✓ Evidence of cognition difficulties, i.e. memory, concept development, sequencing and reasoning.✓ Processing difficulties.✓ Mild but persistent difficulties in aspects of literacy, numeracy or co-ordination despite intervention and differentiated teaching.✓ May have difficulties with organisation and independence in comparison to peers.✓ Possibly other needs that impact on learning.✓ Self-esteem and motivation may be an issue.
Range 3	<ul style="list-style-type: none">✓ Moderate but persistent difficulties with acquisition of/ use of language, literacy, numeracy skills and appear resistant to previous interventions.✓ Increasing evidence of an increasing gap between them and peers despite targeted intervention, differentiation and modified curriculum.✓ Moderate difficulties with independent working and needs support of an adult and modified curriculum.✓ Assessment by an Educational psychologist indicates significant and enduring difficulties with several aspects of cognition, e.g. memory, concept development, processing, sequencing and reasoning that impact on learning or limit access to the curriculum.✓ May require assistive technology or communication supports.✓ Difficulties with learning impacts on self-esteem, motivation and emotional wellbeing despite positive support and personalised learning plan.
Range 4	<ul style="list-style-type: none">✓ Significant and persistent difficulties with acquisition of/ use of language, literacy, numeracy skills and appear resistant to previous interventions.✓ Key language literacy/ numeracy skills are well below functional levels for their year group – cannot access text or record independently.✓ Significant, long term or life-long difficulties in cognitive processing requiring alteration to the pace and delivery of the curriculum.✓ The condition is pervasive and debilitating requiring high levels of support including assistive technology.✓ Social skills and behaviour may be affected. The pupil may appear socially immature and vulnerable because of limited social awareness.✓ The level of adjustment is so and specialist teaching is greater than normally provided in a mainstream setting.



Communication and Interaction – Speech and Language

	Assessment and planning	Groupings	Curriculum/teaching methods	Support/intervention/HR
Range 1	Identify evidence/profiling that language is delayed. Part of whole class planning/ assessment. SENCO could be involved with observations etc. Consider need for professional help.	Mainstream classroom – consider position in class for acoustics. Flexible groupings for positive peer speech language and models and access to curriculum. Opportunities for small group activities focussing on language and communication.	Literacy tasks may require some modification. Instructions supported by visual, written cue. Flexible recording. Opportunities to understand language across the curriculum and for small group work based on need. Family support of targets. Student involved in target setting process.	Class teacher with support from SENCO. Other adults may be used for small group support. Teacher talk, modelling and scaffolding. Use of appropriate interventions available to the school, e.g. ICT based tools. Adults provide pre and post tuition to secure key vocabulary at the start of topics.
Range 2	Identify evidence that language is delayed. Actively monitor behaviour as an indicator of SLCN as the primary area of need. Use of ICT based and other tools to support assessment. School to consider whether other professional help is required.	Mainstream classroom with attention to position and acoustics. Flexible groupings for positive peer speech and language models. Small group/individual work to target specific needs.	Literacy tasks may require some modification. Instructions supported by visual, written cues. Flexible recording. Opportunities to understand language across the curriculum and for small group work based on need. Family support of targets. Student involved in target setting process.	Adults to support flexible groupings. Adults actively modify teacher talk and responses. Opportunities for listening and supporting longer sequences of information. Planned opportunities to collaborate with peers. Staff working with student should have direct knowledge and training in good practice in working with SLCN students.
Range 3	As above plus providing evidence for referral to specialist teacher for assessment and advice. Planning identifies inclusion of and provision for individual targets.	As above plus groups to reflect ability with modifications made to ensure curriculum access. Regular focussed, time limited small group/ individual interventions.	Tasks personalised/modified to the needs of students. Frequent opportunities for time limited small group and individual work. Consideration to transference of skills.	As above plus additional adult support informed by differentiated provision planned by the teacher. Could include advice from SLT. Opportunities for 1:1 intervention based on specific targets.
Range 4	Provide appropriately trained teacher/LSA to implement advice of SLT. Significant level of adult support to ensure curriculum access. Pastoral considerations to ensure emotional well-being.	As above.	As above plus Predominantly modified tasks in mainstream setting. Additional training of mainstream staff to support curriculum modifications.	As above plus Provide specialist support with recording and communication. Provide specific programmes to develop independent use of ICT, recording and communication.



Communication and Interaction - ASD

Range 1	<ul style="list-style-type: none">✓ May affect their access to some aspects of the National Curriculum, including the social emotional curriculum and school life with regard to:<ul style="list-style-type: none">Communication and social interaction – difficulties in being part of class or group, poor empathy, eye contact, concept of time, literal interpretation of language, personal space.Restrictive and repetitive behaviours – difficulties with unplanned changes, (changes of task or environment) ,obsessions with objects or people, inability to maintain focus, inconsistent behaviour patterns from challenging to passive.Sensory differences – over or under responsiveness to sensory stimuli, e.g. touch, noise (show signs of delayed hand/eye co-ordination and/or fine/gross motor skills or display unusual body movements such as flapping, toe walking, tics or unusual posturing).✓ Display unusual sensory responses to the environment at times of heightened stress. This may present as anxiety.✓ Does not have a diagnosis of an autism spectrum disorder made by an appropriate multi-agency team.
Range 2	<ul style="list-style-type: none">✓ Affects access to a number of aspects of the National Curriculum, including the social emotional curriculum and school life with regard to:<ul style="list-style-type: none">Communication and social interaction – difficulties in being part of class or group, poor empathy, eye contact, concept of time, literal interpretation of language, personal space.Restrictive and repetitive behaviours – difficulties with unplanned changes, (changes of task or environment) ,obsessions with objects or people, inability to maintain focus, inconsistent behaviour patterns from challenging to passive.Sensory differences – over or under responsiveness to sensory stimuli, e.g. touch, noise (show signs of delayed hand/eye co-ordination and/or fine/gross motor skills or display unusual body movements such as flapping, toe walking, tics or unusual posturing).✓ Display unusual sensory responses to the environment at times of heightened stress. This may present as anxiety.
Range 3	<ul style="list-style-type: none">✓ Will significantly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts.✓ Communication and social interaction – difficulties in being part of class or group, poor empathy, eye contact, concept of time, literal interpretation of language, personal space.✓ Restrictive and repetitive behaviours – difficulties with unplanned changes, (changes of task or environment) ,obsessions with objects or people, inability to maintain focus, inconsistent behaviour patterns from challenging to passive.✓ Sensory differences – over or under responsiveness to sensory stimuli e.g. touch, noise (show signs of delayed hand/eye co-ordination and/or fine/gross motor skills or display unusual body movements such as flapping, toe walking, tics or unusual posturing).✓ Display unusual sensory responses to the environment at times of heightened stress. This may present as anxiety.
Range 4	<ul style="list-style-type: none">✓ Severely affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available.✓ Communication and social interaction – difficulties in being part of class or group, poor empathy, eye contact, concept of time, literal interpretation of language, personal space.✓ Restrictive and repetitive behaviours – difficulties with unplanned changes, (changes of task or environment) ,obsessions with objects or people, inability to maintain focus, inconsistent behaviour patterns from challenging to passive.✓ Sensory differences – over or under responsiveness to sensory stimuli, e.g. touch, noise (show signs of delayed hand/eye co-ordination and/or fine/gross motor skills or display unusual body movements such as flapping, toe walking, tics or unusual posturing).✓ Display unusual sensory responses to the environment at times of heightened stress. This may present as anxiety.✓ Pupils will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum. Will require significantly more support than is normally provided in a mainstream setting.



Communication and Interaction – ASD

	Assessment and planning	Groupings	Curriculum/teaching methods	Support/intervention/HR
Range 1	Whole school /class differentiated planning and assessment. SENCO may be involved in specific assessments and observations.	Mainstream class with specific targets. Opportunities for group work within usual classroom planning.	Full access to NC through QFT. Flexibility may be needed to allow following of instructions or recording. Instructions may be supported by visual or written cues. Preparation for routine changes may be needed.	Reduction in complex language when needed. QFT to support development of social communication and interaction skills. Flexible use of staffing resources in the classroom. Support from colleagues in the setting including SENCO.
Range 2	More detailed assessment tools may be required. May include assessment advice from OT. Curriculum plans may reflect levels of achievement and include focussed targets.	Mainstream based with opportunities for small group settings and individual work relating to specific communication and interaction needs.	Structured approach which may need visual timetables or reducing language/instruction giving. Teaching approaches should reflect difficulties identified within range descriptors. May be an unusual learning profile showing relative strengths and weaknesses.	QFT to support development of social communication and interaction skills. Flexibility of instructions and recording. Reduction in complex language. Clear preparation for change. Additional support from skilled colleagues to aid curriculum modifications and address social interaction and social understanding.
Range 3	More specialist tools in relation to specific descriptors, e.g. Elklan. Assessment to include a sensory profile. Planning will reflect specifically focussed targets – rest breaks, time for sensory difficulties and processing needs.	As above with enhanced individual support when needed. Targeted support for unstructured times of the day. Support for sensory needs to reduce stress and anxiety.	As above with increasing flexibility to enable access to the curriculum, recording and following instructions. Clear planning and preparation for changes in routine. May be an unusual learning profile showing relative strengths and weaknesses.	As above, plus Key staff to have good knowledge and training in good practice when working with students with communication and interaction needs, e.g. Elklan, Early Bird. Clear use of visual and written cues. Planning and preparation for change.
Range 4	As above plus development of plans for developing whole school understanding of pupil's needs. Shadowing staff in specialist settings. Planning to reflect statutory requirements, e.g. in EHCP.	As above with robust planning to meet objectives in EHCP.	As above with implementations as set in ECHP re: requirements for support. Additional training for mainstream staff to support curriculum modifications.	As above plus All staff aware of de-escalation strategies, e.g. Team Teach trained. Support to reflect EHCP. Alternative curriculum, where appropriate to develop independence and life skills. Enhanced PSHCE programmes that will likely require individualised work.



Social, Emotional and Mental Health

Range 1	<ul style="list-style-type: none">✓ Children may present with some low level features of behaviour, emotional, social difficulties.✓ They may sometimes appear isolated, have immature social skills, be occasionally disruptive in the classroom setting, be overactive and lack concentration.✓ They may follow some but not all school rules/routines around behaviour in the school environment.✓ They may experience some difficulties with social skills.✓ They may show signs of stress and anxiety and/or difficulties managing emotions on occasions.
Range 2	<ul style="list-style-type: none">✓ Difficulties identified at range 1 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 interventions being in place.✓ Pupils beginning to be at risk of exclusion and have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions.✓ Pupils may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour beginning to emerge that impact on learning.✓ Pupil may show patterns of stress/anxiety related to specific times of the day.✓ Pupils may have a preference for own agenda and be reluctant to follow instructions.✓ Pupils may have begun to experience short term behavioural crisis.
Range 3	<ul style="list-style-type: none">✓ Difficulties identified at range 2 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 and 2 interventions and detailed provision maps being in place.✓ SEMH interfere more frequently with pupils' social/learning development across a range of settings and pupils do not follow routines in school without adult support.✓ Pupils may have experienced fixed term exclusion and more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions.✓ Pupils remain socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that impact on learning.✓ Pupil patterns of stress/anxiety related to specific times of the day have become more common.✓ Pupils have a preference for own agenda and are reluctant to follow instructions.✓ Short-term behavioural crisis may have become more frequent and are more intense.✓ Significant time lost from learning/access to the curriculum.
Range 4	<ul style="list-style-type: none">✓ Pupil continues to present with significant and persistent levels of behaviour, emotional, social difficulties which are now more complex and which necessitate a multi-agency response.✓ Pupil is more likely to have experienced fixed term exclusion from school.✓ Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day.✓ Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance.✓ Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers.✓ Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning.✓ Not accessed the curriculum/ learning for over a term.



Social, Emotional and Mental Health

	Assessment and planning	Groupings	Curriculum/teaching methods	Support/intervention/HR
Range 1	Whole school planning and assessment. Records of observations, contexts of difficulties, triggers etc. Pastoral/parental support. BFL assessments.	Mainstream setting. Opportunities for group work, individual support, mentoring, good role models. Quiet area for calm and re-focus.	Appropriate differentiated curriculum catering for a range of learning styles. Behaviour targets. PSHCE. Planned teaching of communication skills.	Flexible support. Monitoring of 'hotspots' Support for times identified by risk assessments. Effective behaviour inclusion policy. Strategies to encourage parental involvement. Systems for observing, auditing and assessing behaviour by SLT. Access to additional provisions, e.g. Lunchtime 'havens', buddy schemes.
Range 2	More detailed targeted assessments, e.g. Boxall, SDQ. Behaviour plans/Risk assessments in place for difficult times during school day. Clear targets and next steps.	As above, plus identified regular support to teach social skills, etc. Time limited programmes of small group work based on identified needs. 1:1 support where appropriate.	Targeted differentiation. Sharing of strategies with staff/parents. Increased differentiation of SEB learning. Simplified level of pace and instruction. Chunked instruction. Preparation for change. 1:1 programmes around SEB.	Further use of positive targeted strategies, e.g. baselines to assess and support SEB, medical checks, incident logs, observations in a range of settings. Consideration given to provision of parenting support, Early Help etc.
Range 3	As above, plus more systematic application of assessment tools to gain evidence. Targeted individual support based on evidence. Multi-agency working.	Mainstream, but increasingly working on modified curriculum with regular, focussed support working on SEB targets. Frequent small group based on need.	Modify pace/level/teacher talk. Nurturing approach taking into account of difficulties understanding rules, boundaries. Consideration of alternative, differentiated curriculum that allows flexibility. Teach at emotional need rather than chronological age.	As above but more frequent targeted support. Regular parental involvement. Encouragement and inclusion in extra-curricular activities. Multi agency approach. Regular group work. Increase visual systems – prompt cards, diaries etc. Involvement of a wider range of services including Ed Psych.
Range 4	Increased involvement of outside professionals to inform planning. Assessment in short term environment. Short term target setting involving various professionals.	As above plus 1:1 support subject to funding. Managed move considered. Access to specialist or alternative education providers.	Personalised curriculum. May be disapplied from some aspects of the NC. More lessons outside mainstream timetabling with increasing access to alternative specialist provisions. Daily monitoring.	Daily access to staff with experience and training in meeting the needs of students with SEMH. Referral to Emotional Resilience Team. Continued involvement of wider services, e.g. Children's Social Care, CAMHS.



Physical and Medical

Range 1	<ul style="list-style-type: none">✓ Some mild problems with fine motor skills and recording.✓ Mild problems with self-help and independence.✓ Some problems with gross motor skills and coordination often seen in PE.✓ Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment.✓ Has continence/ toileting issues.✓ Possible low levels of self-esteem.✓ Have medical condition that impacts on time in school and require a medical care plan.
Range 2	<ul style="list-style-type: none">✓ Continuing mild to moderate problems with hand / eye coordination, fine / gross motor skills and recording, impacting on access to curriculum.✓ Making slow or little progress despite provision of targeted teaching approaches.✓ Have continuing difficulties with continence/ toileting.✓ Have continuing problems with self-esteem and peer relationships.✓ Continuing problems with self-help and independence.✓ Continuing problems with gross motor skills and coordination often seen in PE.✓ Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment.✓ Have medical condition that impacts on time in school and require a medical care plan.
Range 3	<ul style="list-style-type: none">✓ Moderate or persistent gross and / or fine motor difficulties.✓ Recording and / or mobility now impacting more on access to the curriculum.✓ Need specialist input to comply with health and safety legislation; e.g. to access learning in the classroom, for personal care needs, at break and lunch times.✓ Increased dependence on mobility aids i.e. wheelchair or walking aid.✓ Increased use of alternative methods for extended recording e.g. scribe, ICT, etc.
Range 4	<ul style="list-style-type: none">✓ Significant physical /medical difficulties with or without associated learning difficulties.✓ Physical and / or medical condition will have a significant impact on the ability to access the curriculum. This be through a combination of physical, communication and learning difficulties.✓ Significant and persistent difficulties in mobility around the building and in the classroom.✓ Have significant personal care needs which require adult support and access to a hygiene suite.✓ Have developmental delay and/or learning difficulties which impacts upon access to curriculum.✓ Will require a Statutory Assessment or will have an Education, Health and Care Plan.✓ Primary need is identified as physical / medical.



Physical and Medical

	Assessment and planning	Groupings	Curriculum/teaching methods	Support/intervention/HR
Range 1	Whole school planning and assessment. Care plan may be in place. Monitoring of developmental goals. Risk assessment where appropriate.	Mainstream with attention to positioning.	Quality Teaching in Mainstream class with appropriate level of differentiation according the needs of the student. Refer to appropriate medical team for adapted equipment. Possible PE differentiation.	Flexible use of resources according to need. Relevant input by health professionals and use of appropriate resources, e.g. adapted pens, scissors, foot stool etc.
Range 2	As above plus assess adaptations to ensure maximise curriculum access. Regular assessment of care needs where appropriate.	As above but may have modified curriculum tasks based on need. Buddy system. Small group /1:1 opportunities.	As above plus flexible/alternative recording methods according to need. Adult support to practice skills in practical lessons where appropriate.	As above plus occasional adult support directed by teacher. Light touch support to meet hygiene needs or outdoor play. Advice from physio/OT Staff training on a 'need to know' basis.
Range 3	As above plus SENCO to seek advice from physical medical team on next steps. Liaison with parents re: care needs/targets. Modified planning for PE/ specialist subjects is likely.	Individual skills based work. Support with issues of self-esteem. Small group 1:1 work to practice skills.	Quality Teaching in Mainstream class with appropriate level of differentiation according the needs of the student. Relevant advice to support development of fine/gross motor skills. More dependence on ICT for appropriate recording.	Staff supported by SENCO and relevant medical professionals. Assessment of furniture and other resources by OT/physio. Adapted site for access to buildings, specialist rooms. Possible use of specialist furniture.
Range 4	Continual monitoring by SENCO and specialists to evaluate need including personal care and manual handling. Modifications to curriculum planning. Interventions should be incorporated across all aspects of the school day.	AS above plus 1:1 small group input to practice skills advised by medical professionals. Specialist sessions according to needs, e.g. Swimming, motor skills.	Will increasingly need: programme to develop handwriting and fine motor skills, access to appropriate ICT equipment, differentiated writing materials and equipment. Differentiated PE curriculum, Dressing and undressing skills programme.	Will need significant 1:1 support to access aspects of the curriculum and develop recording skills. Need individual adult support for mobility and personal care needs as advised by medical and healthcare professionals. ICT equipment to aid recording, specialist furniture where appropriate. Adaptations to access building. Emergency evacuation procedures and risk assessment for on and off site activities.