



## Special Educational Needs and Disabilities Policy

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<b>Chair of Governors' signature</b>	<i>David Mawer</i>

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## **Aim of the Academy**

To provide an outstanding education for every child in the trust through high aspirations and through the principles of quality learning using curiosity, exploration and discovery.

### **1.0 Principles**

The Langley Academy is committed to offering an inclusive curriculum to ensure the best possible progress of all our students whatever their needs or abilities.

Students have SEND if they have significantly greater difficulty learning than their peers which requires special education provision to be made for him/her.

Students with a disability have SEND if they have any difficulty accessing the curriculum and if they need any special educational provision to be made for them. (Special Educational Need Code of Practice 2014: 176).

EAL (English as an Additional Language) is an additional need and not a special need. All EAL students will have specific linguistic needs but these should not be confused with Special Educational Needs.

Lack of proficiency in English should not be equated with lack of knowledge, skill or understanding. Students for whom English is an additional language are no more likely to have special educational needs than any other students. It also must not be assumed that when students make slow progress that their language status is the only reason; they may have learning difficulties.

### **1.1 Purposes**

- To identify students with SEND and ensure their needs are met through a broad and balanced education.
- To ensure that students with SEND and disabilities are offered the opportunity to join in with all academy activities.
- To ensure that students make the best possible progress.
- To ensure parents/carers are informed of their child's special needs and that there is effective communication between parents/carers and the Academy on how these needs will be met.
- To ensure that students express their views and are fully involved in decisions which affect their education.
- To promote effective partnerships and involve outside agencies when appropriate.

The success of the academy's SEND policy will be judged against these objectives. Annual targets for development are incorporated into the Academy Improvement plan. These will be reviewed each year and new criteria set.

## **1.2 Consistency of Treatment and Fairness**

The Governing Body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled students. The governing body is aware of the guidance on the Equality Act issued by the Department for Education.

## **1.3 Guidelines and arrangements**

The Langley Academy will ensure that students with SEND engage in all the regular activities of the Academy, so far as is reasonably practicable and is compatible with;

- the student receiving the special educational provision which her/his learning or behavioural difficulty calls for
- the provision of effective education for the students with whom he or she will be educated,
- the efficient use of resources

In meeting these responsibilities, the Academy will have regard to the SEND Code of Practice 2014 and The Children and Families Act of 2014.

## **1.4 SEN Code of Practice**

The guidance in the **SEN Code of Practice** covers in detail;

- Academy based assessments and interventions for students identified as requiring SEND Support with or without an Education Health Care Plan (EHC)
- Annual reviews
- Transition planning
- Planning for educational provision in School and for adult life
- Working together across education, health and care for joint outcomes

## **1.5 Roles and responsibilities**

### Parents/Carers

Parents/Carers have a vital role to play in ensuring that their child's special educational needs are met. Parents/Carers should work closely with and support the Academy, and keep staff at the Academy fully informed of any needs that are not being met, or any changes of need.

This is particularly important where parents/carers involve other agencies or when they arrange for private testing of their children, eg for dyslexia.

### The Governors

The role of the Trust and governors is to monitor and support the implementation of the Academy SEND policy. One governor is specifically designated to liaise with the SEND Support Team

### The Principal

The Principal has overall responsibility for the day to day management of all aspects of the Academy's work, including provision for students with SEND. The Principal will keep the Trust informed and work closely with the academy's SENCo. The Academy Director for Inclusion will act as direct line manager to the SENCo and will ensure that the SENCo has the time and resources needed to carry out the role within the constraints of the Academy budget.

### Raising Standards Leaders

In order to raise the attainment of SEND students much of this requires quality first teaching, then wave 2 and 3 interventions that are coordinated effectively. Raising Standard Leaders (RSL) within the leadership team will monitor the number and quality of interventions within their allocated year groups to support progress in liaison with the SENCo, Heads of Faculty and Heads of House.

### Heads of Faculty

Heads of Faculty and Heads of House will monitor the progress of SEND students within their faculties and consult with the RSLs, SENCo, parents and outside agencies where applicable when considering implementing necessary interventions following The Graduated approach.

### Heads of House and House Tutors

Heads of House and House Tutors will monitor the pastoral needs of SEND students within their Houses and consult with the RSLs, SENCo, parents and outside agencies where applicable when considering implementing necessary interventions following The Graduated approach.

### Teaching Staff

All teachers are teachers of students with SEND and need to know strategies for effective wave 1 / quality first teaching for all students in their lessons in order for SEND students to make progress.

Teaching staff will play a key role in implementing the Graduated approach by raising SEND concerns with the SENCo, Head of Faculty/ RSL. They will need to be involved in the assessment stage, planning and reviewing wave 2/3 interventions involving students in their classes.

Teachers should be fully aware of the academy's SEND policy and their responsibilities towards students with SEND and parents/carers of students with SEND.

### SEND Support Staff

SEND Support staff should provide effective support to teachers and students in lessons in order to ensure that first quality teaching is robust.

Provide relevant information about SEND students to subject teachers, parents/carers and other professionals.

Work with subject teachers to produce necessary differentiation of resources.

Keep effective records on the progress of specific SEND students that they may be assigned to.

Contribute to the overall identification and assessment of students with SEND.

#### The Special Educational Needs Co-ordinator (SENCo)

The SENCo working closely with the Principal, Directorate, Leadership Team, Pastoral Managers, Teachers and Learning Support Assistants should;

- Be closely involved in the strategic development of the SEND policy and provision to raise the achievement of students with SEND
- Have responsibility for day to day operation of the Academy's SEND policy and for co-ordinating provision for students requiring SEND support
- Seek to develop effective ways of overcoming barriers to learning
- Sustain effective teaching through close analysis and assessment of student needs, by monitoring the quality of teaching and standards of student achievements and by setting targets for improvement
- Oversee the records on all students with special educational needs
- Liaise with and advise fellow teachers
- Manage Learning Support Assistants and HLTAs
- Contribute to the in-service training of staff
- Liaise with parents/carers of students with special educational needs and disabilities.
- Liaise with external agencies including local support and educational psychology services, services supporting behaviour, health and social care and voluntary bodies.

#### **1.6 Admissions**

The Langley Academy aims to be fully inclusive. All students who meet the admissions criteria are welcome including those with special educational needs. The arrangements for their admission will be in accordance with the Langley Academy Admissions policy. Parents/Carers of a student with an EHCP have a right to choose a mainstream academy. Section 19 of The Children and Families Act 2014 and The Equality Act 2010 strengthens the right of children and young people with EHCPs to be educated in a mainstream academy unless this is incompatible with the efficient education of other students and no reasonable steps can be taken to prevent the incompatibility. Students with EHCPs will be admitted via consultations with the LEA. The LEA is responsible for allocating these students with a personal budget or top up funding. Parents have a right to request to manage this budget. However, delivery of support would need to be following consultation with the academy and through the support systems and personnel already in place. Expenditure for this top up funding will be recorded on a costed provision map

#### **1.7 Areas of specialism and special facilities**

The Academy is on three levels. Lifts are installed. There are accessible toilets and car parking facilities for people with disabilities. The Academy has a 5 place resource base for students with a hearing impairment.

### **1.8 Identification**

Provisions covering the identification and assessment of students with special educational needs can be found in the SEN Code of Practice. The Langley Academy will be following the Graduated approach. This approach "...recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing." (The SEN Code of Practice 2014: 258)

The Academy identifies students with special educational needs in line with the SEN Code of Practice 2014 page 83 to 86.

The following are examples of the main strategies used:

- Subject teacher referrals
- Analysis of student performance data
- Analysis of academy report data
- Liaison with previous school
- Standardised tests
- Expressions of concern from parents/carers, students, other professionals

Students who are identified as having special educational needs are listed in our SEND Register. All teaching staff and appropriate support staff receive up-dates and have access to a copy of the register electronically. The SENCo meets with parents to discuss the student's needs and proposed support before they are placed on the SEND register.

Criteria for addition and removal from the SEND Register are included in paragraph 3.2

### **1.9 Assessment**

Strategies used for assessment include;

- Student interviews,
- Information from parents/carers,
- Analysis of student's work,
- Standardised and diagnostic tests,
- Use of outside agencies e.g. educational psychologists, occupational therapists, physiotherapists, speech and language therapists.

### **2.0 Provision and reviews**

Students on the SEND register who require close monitoring and whose needs can be met without an EHC will have access to wave 2 or 3 interventions where applicable.

Students with complex needs will have an EHC plan written by the LA. The EHC plan will detail Educational, Social Care and Health Provision that would have to be put in place in order to meet the needs of the student.

In instances where Social Mental and Emotional interventions are proving ineffective then a PSP may be drawn up by the Head of House (HOH) with the support of the SENCo where applicable. Extra support from external services may be sought through The Langley Academy Multi Agency Meetings (MAM) which take place once a term as well as through Team around the Child meetings (TAC).

Students and parents/carers are involved at all stages in the decision making process concerning the appropriate level and nature of provision including at the review stage.

The co-ordination of provision of students on the SEND register occurs through the monitoring of attainment of all SEND students at the end of each term, during termly IEP reviews for those that have an EHC plan and Faculty meetings. The review of provision for students with EHCs occurs through the annual review process which takes account of the views of students and their parents/carers.

The Academy uses the Graduated approach (assess, plan, do and review) in identifying and supporting students that have SEND. All SEND students would have access to quality first teaching. Students that may need support to catch up with a particular learning area will be offered wave 2 interventions. Wave 3 interventions may be offered to students that continue to make limited progress. All interventions are reviewed within 12 weeks and specialists may be involved at any point.

Students with a hearing impairment can access specialist teaching through the Sensory Resource Base. The Head of the Sensory Resource Base is the designated SENCo for students with a hearing impairment who have an allocated placement within the resource base. Other students with a sensory impairment may also be included following consultation with the SENCo. The Student Support Unit is used to support students with social, emotional and complex difficulties that may require a calm environment and the support of a trusted adult. Both the SRB and SSU offer selected students break time and lunchtime support clubs.

The Academy Counsellor is available to offer guidance and support to students. Group work takes place in House Tutor Time and at lunchtimes covering areas such as social skills, reading and spelling.

Individual support is also offered to selected students in areas such as anger management and literacy skills.

Personalised Learning Programmes and alternative curriculum pathways are available for selected students who may struggle with mainstream provision.

At Key Stage 4 alternative courses are provided as part of the curriculum to enable selected students to develop life and social skills.

Use is made, where required, of outside agencies e.g. educational psychologists, occupational therapists, physiotherapists and speech and language therapists to ensure that appropriate provision is made.

An Alternative Centre for Education (inclusion room) provides support for students with emotional and or behavioural difficulties. This support is initially for students who have displayed misconduct as detailed in the Academy positive discipline policy.

The academy ensures that the needs of students are reviewed on a regular basis through;

- Review of IEPs
- Review of EHCs
- Review of PSPs
- End of term progress reviews
- Use of a variety of teacher assessments
- Use of standardised tests e.g. for spelling and reading
- Parents/carers Consultation Evenings
- Academy SEND planning meetings
- Exclusion re-admission meetings
- Meetings with parents/carers and with other professionals

### **2.1 Allocation of resources**

The Langley Academy allocates all the funding it receives for SEND to support special educational needs provision. This funding is currently used to pay for in-class, group and individual support from Learning Support Assistants; and for the specialist teaching or assessment carried out by specialists.

### **2.2 Curriculum Access and Inclusion**

The Academy Curriculum Policy states that;

*“Every student is entitled to a curriculum that is rich and varied, challenging and inspiring which enables every individual to achieve her or his potential to the highest possible standard; so that all, for the benefit of all, are able to shape their destinies and create a better world.*

*Every student is entitled to benefit from access to a curriculum and a range of learning experiences of the highest standard, which take account of unequal starting points and which are provided irrespective of gender, ethnic background, age or disability”.*

All students are fully integrated in the life of the Academy and have the opportunity to participate in the full range of Academy activities including extra-curricular activities and work based opportunities.

The Academy curriculum is designed to be fully inclusive. Students with special educational needs and/or disabilities are supported in accessing the curriculum through appropriate planning and support from teaching and SEND support staff.

### **2.3 Evaluation**

The Academy’s SEND policy and provision are evaluated annually through the use of the Academy self-evaluation of special educational needs provision documentation and Government guidelines on SEND provision.

## **2.4 Complaints procedure**

The Langley Academy aims to resolve disagreements and complaints swiftly and without recourse to formal complaints procedures. However if parents/carers should wish to complain about the Academy's provision for a student with special educational needs and/or disabilities they should refer to the Academy Complaints Procedure as detailed in our Complaints Policy.

## **2.5 Staff development**

We believe that staff (teachers and SEND support staff) should have appropriate training and staff development to support their role in working with students who have special educational needs and/or disabilities.

Staff development needs are linked to the needs and targets identified in the annual strategic plan.

Details of our approach to training and development may be found in our Staff Development and Performance Management Policies.

## **2.6 Links with Education Department, Support Services and other agencies and organisations**

The Langley Academy works in partnership with the LA. The SEND Support team liaise and work with outside providers (Specific Learning Difficulties, Visually Impaired, Hearing Impaired, Educational Psychologists and the Slough Advisory Service).

There is a service level agreement with Services Supporting Behaviour, Youth Service Team, Psychology Services and Services for Children with Learning Difficulties and Disabilities.

## **2.7 Partnerships with parents/carers**

The Langley Academy values parental involvement and views it as essential for successful provision and progress to be made. Positive attitudes to parents/carers, user-friendly information and procedures and awareness of support needs are important.

Parents/carers are contacted when a new special educational need is recognised and kept informed throughout the academy-based stages of assessment process through letters, phone calls and meetings as necessary.

When parents/carers are contacted there should be no presumption about what parents/carers can or cannot do to support their son/daughter's learning. Staff should bear in mind the pressures a parent may be under because of the young person's needs. Parental permission will always be sought before any student is referred to other professionals for support.

Where a young person is 'looked after' by the Local Authority every effort should be made to ensure that parents/carers are encouraged to play an active role in their child's education. The Social Worker is however the first point of contact.

If a parent has a concern about their son/daughter's special educational needs he/she can contact the SENCo directly or liaise via the relevant House Tutor or Head of House.

Parents/carers have a responsibility to communicate with the Academy and alert us to any concerns or changes in circumstances which could affect the learning process.

### **2.8 Student participation**

The young person's views are paramount if support is to be successful. The Langley Academy actively encourages student voice through participation in all aspects of Academy life. Ways in which this occurs include;

Views on progress towards IEP targets and selection of 'new targets,'  
Views on progress and support for Annual Reviews,  
Setting up the Transition Plan in Year 6 and reviewing it in Years 9, 10 & 11,  
Attending Annual Reviews,  
Attending Parents/Carers' Evenings and other meetings,  
Information and discussion about the availability of access arrangements for GCSE/GCE examinations,  
Setting up and reviewing the IEP /PSPs where applicable and reviewing wave 2/3 interventions.

### **2.9 Transition and Transfer arrangements**

We have close links with our feeder primary schools.

The key liaison activities are;

Meetings with the SENCos from primary schools,  
Visits to primary schools by the SENCo, Academy Director in charge of Transition, Heads of House and SEND support staff,  
Visits to The Langley Academy by individual students and or small groups of students as required prior to Intake Day,  
Liaison with parents/carers of students in Year 6.

We also have close links with our partner post-16 providers such as East Berkshire College. These links are enhanced through the work of other further/higher education providers Reading University and Brunel University.

### **3.0 Links with other policies**

Curriculum, Behaviour, Positive Discipline, Attendance, Performance Management, Safeguarding, Staff Development.

### **3.1 Key Contacts**

SENCo – Mr Matshazi  
Telephone number 01753 2144453

Mrs Davies (SEND officer)  
Telephone number 01753 214485  
Mrs Goddard (SEND Administrator)  
Telephone – 01753 2144478

Head of Sensory Resource base - Mrs Clegg  
 Telephone number 01753 214449

Ms Wauchob (Director of Personalised Learning)  
 Telephone number 01753 214472

### **3.2 Criteria for SEND Register**

All students on the SEND Register have significantly greater difficulty learning than their peers due to a Special Educational Need that fits into one of the 4 categories below. The criteria listed are for guidance. Students with EHCs will be added to the SEND register upon joining The Langley Academy

Area	Entry Criteria	Exit Criteria
Cognition and Learning	<ul style="list-style-type: none"> <li>• Year 7 &amp; 8 students working below NC Level 3 and having raised as a concern by subject teachers/ parents</li> <li>• Literacy and numeracy acquisition is significantly less than peers such that there is clear data from teachers, parents and other professionals that this is having an impact on their progress</li> <li>• Significantly slower rate of progress in many areas of the curriculum as a result of a Special Educational Need(s) which is immediately identifiable</li> <li>• Year 8 students working at National Curriculum Level 3 or less across the curriculum as a result of an identifiable Special Educational need</li> <li>• Year 9/10/11 student working at GCSE grade G (or lower) in English and/ Maths with a Reading /Spelling Age &lt;10 years due to an identifiable Special Educational Need</li> <li>• A consensus of those who teach the pupil, in partnership with his/her parents and the pupil in question, that the gap in levels of educational attainment is widening between the pupil and his/her peers</li> </ul>	<ul style="list-style-type: none"> <li>• Student's progress is now in line with that of his/her peers</li> <li>• Support no longer required for Literacy and Numeracy</li> <li>• The student can now cope with in class differentiation</li> <li>• Student's levels are now above level 4 for all curriculum areas Staff round robins and parental feedback show a record and evidence of improvement such that it is in line with that of peers</li> </ul>

<p>Cognition and Learning</p>	<ul style="list-style-type: none"> <li>• The pupil continues to experience significant difficulties in reading, writing, spelling or number, which have a marked effect on his/her performance in other areas of the curriculum</li> <li>• Modification of the differentiated classroom provision for the pupil's education at wave 1 has not resulted in the expected progress towards achieving learning targets set</li> <li>• Measures of the pupil's abilities where available, show his/her performance to be amongst that of the lowest attaining 5% of his/her age group</li> <li>• Year 7/8 student with a Reading and spelling &lt;8.9 or SAS &lt;85</li> <li>• Speed of processing score is below 85</li> <li>• Organisational skills are poor and affect learning significantly</li> <li>• Individually administered assessments over time by the class/subject teacher and/or SENCo provide evidence of the Student's continuing slow progress in acquiring reading and writing skills and weaknesses in phonological awareness, despite being provided with appropriate learning opportunities</li> <li>• Evidence of the Student's continuing difficulties with sequencing, visual and/or auditory perception, co-ordination, concentration or short-term working memory</li> <li>• Recorded examples of the Student's diminished self-esteem and/or difficult-to-manage behaviour consistently linked to avoidance of or frustration with tasks requiring his/her use of weaker skills</li> </ul>	<ul style="list-style-type: none"> <li>• Student's reading, Spelling and speed of handwriting scores are now above a standardised score of 85</li> <li>• Student can now cope with in class differentiation and wave2/3 interventions are no longer required</li> <li>• Student's organisational skills have improved and no longer have a huge impact on his/her learning</li> <li>• Student now completes an acceptable amount of work in lessons and their self-esteem has improved</li> <li>• Progress report show rapid progress across the curriculum</li> <li>• Staff Round Robins show rapid progress in lessons</li> <li>• Student's concentration skills and attitude to learning has improved such that they are no longer a concern to subject teachers</li> <li>• Student no longer requires access arrangements</li> </ul>
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	<ul style="list-style-type: none"> <li>Experiences frustration when confronted with tasks involving high literacy content</li> <li>Access arrangements for public exams are very likely to be necessary depending on an assessment report and the exams board regulations</li> </ul>	
Social, Emotional and Mental Health difficulties	<ul style="list-style-type: none"> <li>Student's emotional needs are a significant barrier to his/her learning and that of peers</li> <li>Behaviour may be consistently aggressive, challenging and defiant or may be extremely anxious due to various underlying causes</li> <li>Recorded examples of enduring frequency and extent of difficult-to-manage behaviour linked to difficulties with learning, development or social interaction</li> <li>Students will have a formal assessment for a social, emotional and mental health difficulty</li> </ul>	<ul style="list-style-type: none"> <li>Student can now cope with social and emotional needs without support</li> <li>Professional reports will state that the student has made progress and interventions are no longer required</li> <li>Student's levels are now above level 4 for all curriculum areas Staff Round Robins and parental feedback show a record and evidence of improvement such that it is in line with that of peers</li> </ul>
Sensory and/ or Physical difficulties	<ul style="list-style-type: none"> <li>Student has a clearly defined sensory/physical need which requires additional input/teaching materials/support that are provided by TLA staff or by an external agency</li> <li>Access arrangements for public exams are very likely to be necessary</li> </ul>	<ul style="list-style-type: none"> <li>Student is now able to access the curriculum without support</li> <li>Professional reports will state that the student no longer requires support</li> </ul>
Communication and Interaction difficulties	<ul style="list-style-type: none"> <li>Student has communication or interaction difficulties that require Academy intervention and advice/monitoring by and external agency</li> <li>Evidence that the Student's attainments in basic skills (notably speech and language, literacy and numeracy) are measurably interfering with his/her ability to make expected progress across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Student's language and communications skills are now in line with that of his/her peers</li> </ul>

### **3.3 Progression to Educational Health Care Plan:**

If after advice from the EP or other professionals, the Academy and parents consider that help is needed from outside the Academy resources the SENCo will complete the forms requesting Statutory Assessment by the Authority. If the Panel agrees to proceed with EHC the SENCo will prepare further documentation about the child, which is sent to the Special Needs Panel where, in consideration with similar documents from other involved professionals an EHC may be completed. The subject teachers, in conjunction with the SENCo will then be responsible for drawing up IEP targets to meet the objectives set out in the EHC plan. The EHC plan must be formally reviewed at least annually.

### **3.4 Monitoring**

This may include students whose needs are;

Medical,

Physical/Sensory where no regular support is needed,

Behavioural difficulties as a result of underlining social and mental health difficulties.

### **3.5 Review Cycle**

SEND Register reviewed in light of progress made at the end of each term, end of wave 2/3 provision reviews, IEP meetings and annual review meetings.

### **3.6 Key Terms Abbreviations**

#### Key Terms Abbreviations

EAL - English as an Additional Language

EHC - Education Health Care Plans

EP - Educational Psychologist

GCSE - General Certificate for Secondary Education

HOF - Head of Faculty

HOH - Head of House

HTLA - Higher Level Teaching Assistant

IEP - Individual Educational Plan

ISU - Individual Support Unit

LSA - Learning Support Assistant

MAM - Multi Agency Meeting

NC - National Curriculum

PSP - Pastoral Support Plan

RSL - Raising Standard Leader

SAS - Standard Age Score

SAT - Standard Attainment Tests

SENco - Special Educational Needs Coordinator

SEND - Special Education Needs and Disabilities

TAC - Team Around the Child meeting

### 3.7 SEND Provision overview

#### Wave 1 Quality First Teaching

Wave 1 details how the curriculum can be adapted to meet students' needs through quality first teaching for all pupils (including those with SEND).

**Adapting the curriculum to meet the students' need is an essential part of an effective approach to inclusion.** Expectations regarding quality first teaching for all students, including those pupils with SEND, are based on the Inclusion Statement in the National Curriculum. This outlines how teachers can modify programmes of study to provide all pupils with relevant and appropriately challenging work. The statement identifies three principles in developing a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to students' diverse needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

#### Wave 2

Wave 2 intervention programmes are designed specifically for students who can be expected to "catch up" with peers as a result of the intervention.

#### Wave 3

Wave 3 specific targeted intervention for students identified as requiring SEND with or without an EHCP. These pupils will have significantly greater difficulty in learning and will be working well below age related expectations. The support that students receive at Wave 3 is **additional to or different from** that provided as part of the Academy's usual differentiated curriculum offer as explained in Wave 1.

Area of Need	All pupils, where appropriate (Wave 1)	Catch Up (Where appropriate) (Wave 2)	Specialist Support (Where appropriate) (Wave 3)
<b>Cognition and Learning</b>	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids/modeling etc.  Visual timetables. Use of writing frames.  Illustrated dictionaries.  Access to a word processor.	Booster Maths Groups.  Booster Literacy Groups.  In class support from LSA.  Individual reading with LSA x2 week.  'Catch Up' reading programme.	Intense focused literacy support 3 x 25 mins weekly. Additional phonics training. Additional individual reading. 1:1 Tuition x 1 hour a week. Paired reading. Peer tutoring. Specialist reading for pleasure programme with a member of the Leadership team or directorate. 1:1 Alpha to Omega / Toe by Toe programmes for key stage 3. 1:1 support on Access advisory teachers from The local Authority and Educational Psychologist. 1:1 with Specialist Literacy/ Maths Tutor. 1:1 work on exams support. 1:1 work on The Hickey Language Course.

	<p>In class support from a LSA/ teacher.</p> <p>Focused group work with teacher/ LSA eg. guided reading/writing. Individual reading with a LSA.</p> <p>Letters and Sounds/Sound Beginnings.</p> <p>Whole class reading programme.</p>	<p>House Tutor time reading programme.</p> <p>Springboard maths.</p> <p>High frequency word games. Multi-sensory spelling practice groups.</p> <p>Spelling and Grammar catch up sessions following Spelling and Grammar Matters literacy Programmes.</p> <p>Lexia online literacy Support Literacy Progress Units Sound Training for Reading programme.</p>	<p>1:1 work following the guidance of the Specialist teacher or educational psychologist.</p>
<p><b>Communication and Interaction</b></p>	<p>Differentiated curriculum planning, activities, delivery and outcome, eg simplified language, following guidance on in-class differentiation strategies for subject teachers.</p> <p>Increased visual aids/modelling etc.</p>	<p>In class support from LSA with some focus on supporting speech and language.</p> <p>Small group speech and language support groups, Academy Pastoral team support.</p>	<p>1:1 LSA Speech and language support following Secondary Language Builders 3 x 25 mins weekly.</p> <p>Support from speech and language therapist.</p> <p>Access to support from SALT team for social, interaction and communication difficulties.</p> <p>LSA Speech and language programme following a programme designed by a Speech and Language Specialist.</p> <p>Input from Autism Outreach Team.</p> <p>Circle of friends and friendship building support.</p>

	Visual timetables and Organisers Structured school and class routines.		Access to a trusted adult Specialist Learning mentor/ Youth worker.
<b>Social, emotional and mental health difficulties</b>	Whole school behaviour policy.  Whole school/class rules.  Class reward and sanction systems.  Circle or house tutor time social skills activities.  Healthy schools agenda.  SEAL curriculum activities and resources.  Access to Academy mentor, Head of House and Academy Counsellor.  Enrichment Activities	Small group circle time activities Group reward system Support for unstructured activities.  School mentor Team building challenges.	Individual reward system Peer mentoring Solution focused brief therapy Motivational Interviewing 'Speech Bubbles' activities to support social understanding. Social Stories. Anger Management training. Social skills training. Access to support from SEBDOS team for social, interaction and communication difficulties. Support from educational psychologist Access to Haybrook SEBD support programmes Team Around the Child and Multi agency review meetings Access to the Inclusion Centre Personalised time tables and Personalised Behavioural Circle of Friends
<b>Sensory and Physical</b>	Flexible teaching arrangements.  Staff aware of impairment.  Medical support.  Uses of pencil grips.  Modified worksheets.	Additional keyboard skills.  Additional handwriting practice.  Access to equipment, eg sloping boards, pencil grips.  Motor skills programme	Specialist Keyboard skills training. Individual support in class and PE. Physiotherapy programme. Access to ICT or scribe for recording work. Occupational Therapist programme. Access to the SENSORY RESOURCE Base and specialist teaching from a qualified Teacher of the Deaf through consultations with The LA and following our admissions Policy Access to specialist equipment to support the disability needs Access to the STUDENT SUPPORT unit

		for small group or individuals.	
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**Author: Joseph Matshazi**  
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