

Preston Manor School

Special Educational Needs & Disabilities (SEND) Policy

Reviewed by: CU & VL January 2018

Approved by:

Date of next review: January 2019

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SEND Vision & Values

Preston Manor is committed to meeting the needs of pupils with special educational needs as staff use their 'best endeavours' (*SEND Code of Practice 2015*) to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Preston Manor School aspires to be a fully inclusive school and strives hard to ensure 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).

All students are valued, given a sense of worth and helped to develop confidence in their abilities and strengths throughout the range of their school experience. Support is provided for any student who requires additional or different resources to help them:

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

The School believes that all children with Special Educational Needs & Disabilities (SEND) must have their needs recognized and assessed with timely intervention put in place. All staff have regard to general duties to promote disability equality as part of a whole school approach and to deliver an appropriate curriculum to:

- Provide suitable learning challenges
- Meet students diverse learning needs
- Remove barriers to assessment and learning

SEND Policy Compliance

This policy complies with the statutory requirement laid out in the DfE SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 years (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory guidance on supporting Pupils at school with Medical Conditions (April 2014)
- The National Curriculum in England (2013)
- Teachers' Standards (2012)
- Safeguarding Policy (2016)
- Accessibility Policy (2016)
- Admissions Policy (2016)

Definition of SEND & Disabilities

The SEND Code of Practice (2015) says pupils have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (*Clause 20 Children and Families Bill 2014*)

Preston Manor is committed to upholding legislation set out in the Equality Act (2010). This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments' so that disabled children or young people are not at a substantial disadvantage compared with their peers (SEND Code of Practice 2015).

This definition of disability in the Equality Act (2015) states that: 'A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities'.

This includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Therefore, where a disabled student requires special educational provision they will also be covered by the SEN definition.

The SEND Code of Practice (2015) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

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

The purpose of identification is to work out what action the School needs to take to support students in mainstream education. It is not to fit students into specific categories.

SEND Policy Objectives

- All children with SEND have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.
- All children with SEND can learn and make progress, even if only in very small steps, and deserve to have their progress regularly assessed, recognised and celebrated
- All teachers are teachers of SEND.
- All children with SEND will be valued as full members of the school community.
- All children with SEND and their parents have the right to be involved in assessing progress and determining goals.
- A partnership should exist between the pupil, parents and the school, supported by external agencies.

SEND Policy Outcomes

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice (2015). This will be achieved by these (specific) outcomes:

- Making SEND provision an integral part of each School Improvement Plan.
- Enabling identified pupils with SEND to reach their full potential.
- Enabling successful transition of SEND pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering alternative / personalised curriculum at all key stages to meet the needs of the individual.
- Arranging specialised provision to meet the needs of groups with low-level achievement.
- Enabling all SEND students to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- The quality of teaching students with SEND and progress made by students is a core part of the school's appraisal arrangements.
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of students with SEND.
- Regular monitoring of the progress and development of all pupils throughout each school.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.
- Ensuring that all governors, particularly the SEN Governor, are up-to-date and knowledgeable about the Schools' SEN provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.
- Designating a teacher responsible for coordinating SEND provision i.e. SENCO

SEND Admission Arrangements & Primary Transfer

The admissions arrangements for all pupils are set out in the Academy's admissions policy and fully compliant with Government legislation, including the Equality Act 2010.

The Local Authority Special Needs Assessment Service (SENAS) notifies the Academy about students who are transferring with EHC plans in the Spring Term of their Year 6. Where practicable a member of the Learning Support Department will attend the Annual review of all Year 6 students with an EHC plan or Statement to ensure a smooth transition.

Students on SEN support are admitted under the general admissions criteria and the school is notified on the Admissions Transfer Form

The Deputy SENCO and managers of the additionally resourced provisions (ARPs) will visit Primary Schools at key points throughout the year and maintain close contact to ensure that information is shared and disseminated to relevant staff prior to transition.

All Year 6 pupils attend a Taster Day and students with SEND are sent a transition pack to capture student and family views in line with a person-centred approach. All students with an EHC plan/Statement and some students with high needs on SEN Support are invited for an admissions interview with a member of the Learning Support Department prior to admission.

Information about all students with SEND is collated and disseminated to teaching staff and relevant members of the support staff i.e. the Welfare Officer.

Transition

Year 9

Early in the autumn term consultation on the curriculum for the following year forms part of the work of the Curriculum Development Group in school. In the spring term the Year 9 options process begins with a number of key events to support students and parents make an informed choice. There is an options assembly, options evening and a booklet explaining the different pathways. The SEN department liaise closely with SLT and the Y9 DSD to identify students that would benefit from study support. All Year 9 students are interviewed and the SEN department lead on interviewing students with SEN. In addition, students are offered an interview with the careers support staff.

Year 11/Year 12/13

This year our Year 11 and Year 13 students were transferred from Statements to Education and Health Care Plans. Keyworkers arrange visits to local colleges and help plan transitional arrangements for example travel training to help children and young people make a successful transition. All SEND students have a careers interview. This year a 'Transition Academy' initiative was developed by ARP staff providing a tailored four week transition programme for key vulnerable SEND learners with input from the SALT and Carers staff.

Identification of SEND

If a learner is identified as having SEN, we will provide provision that is **additional to or different from** the normal differentiated curriculum, intended to overcome the barrier to their learning and to help them make expected progress.

The majority of students transfer to us with SEND identified at Primary School and this information is sent to us on the admissions transfer form (ATF) and uploaded to SIMS. Parents are required to give details of their child's SEND on the admission form. Where students present with emerging needs they are assessed in line with the four categories of SEND.

In the summer term all incoming Year 7 students are tested using NFER CAT (cognitive ability tests) for verbal, non-verbal, quantitative, and spatial producing standardised scores:

The Literacy Coordinator tests the incoming Y7 cohort using the Access Reading Test to give an indication of reading accuracy and comprehension. Students are then colour-coded according to reading competency and this information is shared with all teaching staff via Go for Schools.

The SENco and key staff review the data and identify students whose scores fall below 85 for further testing using WRAT (wide ranging achievement test) which measures competence in word reading, sentence comprehension, spelling and maths.

Students who have a standardised score below 85 and have significantly low prior attainment data are cross-checked against the Admissions Transfer Form SEN data and added to the SEND register if not already identified. Parents are informed by phone call and letter; parents are invited in for a meeting to discuss provision.

In-year admissions are managed by the pastoral team and parents are required to specify SEN status on the application form. All new in-year admissions are tested using WRAT to identify any potential concerns.

Using the **SEND referral form**, teachers are encouraged to identify any barriers to learning that are acting to prevent a student from making progress and consider which strategies can be utilised by the class teacher to minimise such barriers. This is quality first teaching as outlined in the Inclusion Statement of the revised National Curriculum 2014 section 4:1 (Responding to pupils' needs and overcoming barriers for Individuals and groups of pupils) and is supported by the school's Ace Teaching Model incorporating the 'Learning Identity' (adapted from Building Learning Power, Claxton 2002).

Class teachers can then refer students to the Learning Support team who will discuss strategies, conduct observations and assessments in order to develop a specific needs-based plan to help support a student's development and accelerate progress. This how we deliver the 'graduated approach' to SEN provision.

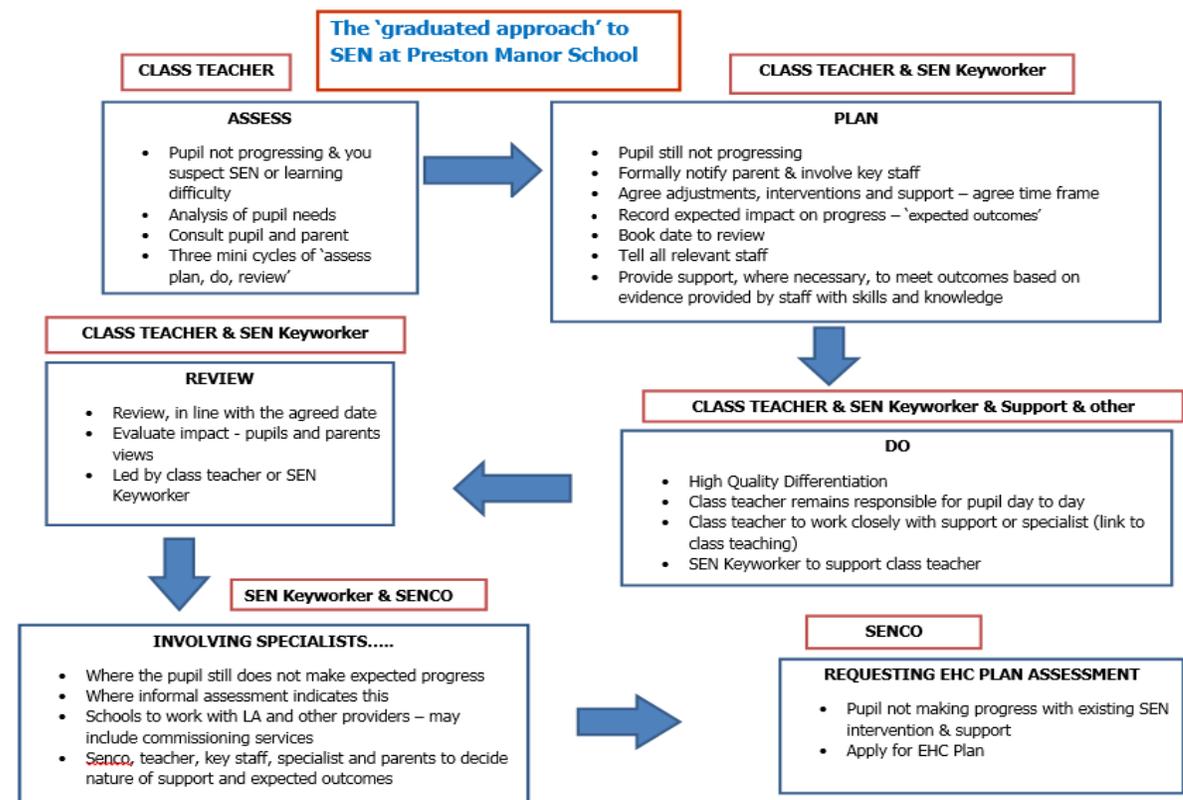
Student progress data is reviewed in subject teams, and by senior and middle leaders including SEND post-holders each term and interventions put in place for students who are making below expected progress. Students may be moved onto the SEN register at this stage should the evidence

The lead teacher for Behaviour and Therapeutic Interventions (BTI) meets with the Assistant Head teacher for Inclusion, the SENco, school counsellors and learning mentor weekly to discuss student referrals for Social Emotional and Mental Health needs with the DSD (director of student development) for each year group.

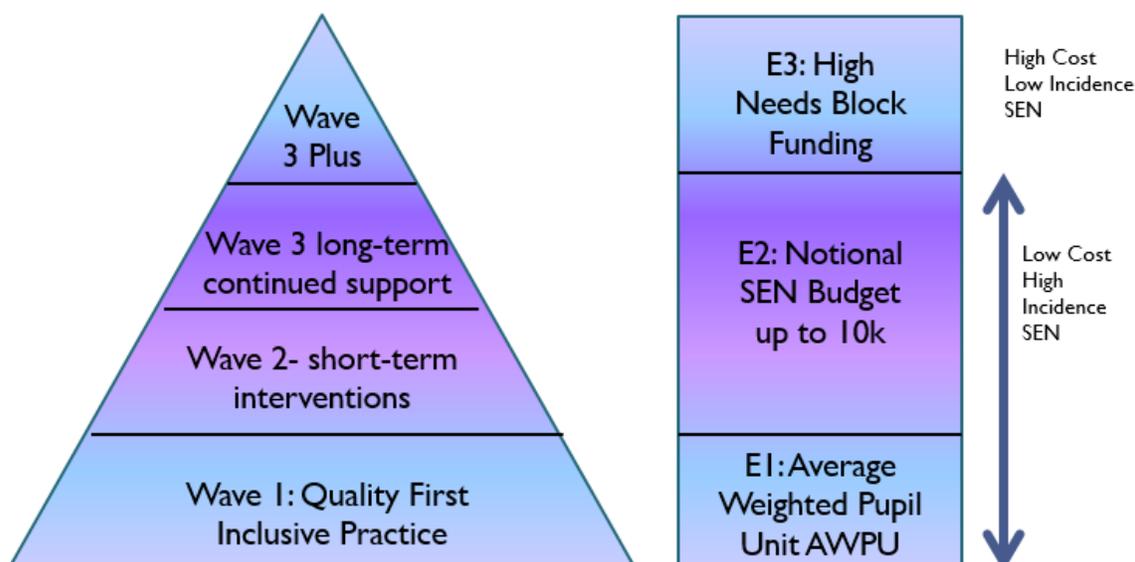
Students with SEMH concerns can be referred by any member of staff. Where appropriate students with SEMH are placed on the SEND register and parents notified by phone call and letter. Parents are invited to meet with key staff to discuss a student's needs holistically and set targets as part of an Individual Plan. This is monitored by BTI teacher and can be progressed to a next stage referral which can include Brent Centre for Young People, Inclusion Team or Early Help Team.

In line with the Code of Practice (2015) Preston Manor follow the graduated approach to SEN provision using the 'assess, plan, do and review' model.

SEND Provision: Graduated response



SEND Provision: Wave approach to intervention



Wave 1

Wave 1 is described as 'inclusive quality first teaching for all' and takes into account the learning needs of all pupils in the classroom. It covers high-quality inclusive teaching supported by effective whole-school policies and frameworks, clearly targeted to all pupils' needs and prior learning.

Wave 2

Wave 2 is wave 1 plus additional time-limited interventions provided for some students who need to help to accelerate their progress, to enable them to work at or above age-related expectations. This usually takes the form of a structured programme of small-group support carefully targeted and delivered by teachers or LSAs who have the skills to help students achieve their long term outcomes. This can occur outside but in addition to whole-class lessons or be built into mainstream lessons as part of guided work.

Wave 3

Wave 3 is wave 1 plus increasingly individualised modified curriculum programmes based on independent evidence of what works. Wave 3 describes additional targeted provision for a minority of students where it is necessary to provide highly-tailored intervention to accelerate progress or enable students to achieve their potential. This may include one-to-one or specialist small group interventions from the SEN department teaching team and bespoke interventions from the pastoral team including alternative service providers.

SEND Provision: Accessibility & Modification

Preston Manor is on a large site with some teaching areas split over two floors (Art, Computing, MFL & English) and three floors (Science). There are no lifts but ground floor teaching rooms are accessible for wheelchair users and there is a disabled toilet. In line with the **School Accessibility Policy** lessons can usually be relocated to ground floor classrooms to accommodate student needs, for example a student with a medical condition requiring long term use of crutches was able to have lessons located on the ground floor.

We work closely with outside agencies to provide specialist equipment and advice for those students that need it for example a hearing transmitter and receiver system for a student with sensory impairment, long cane training for a student with a visual impairment and a voice amplifier for a student with communication needs.

The school has a rolling programme of screening for Access Arrangements support for pre-public exams and public exams. The specialist assessor conducts further tests in order to provide the necessary evidence for JCQ in KS4. Some students will qualify for a reader, extra time, rest breaks and in some cases a scribe.

Some examples of wave 3 intervention and curriculum modification (not an exhaustive list):

- Personalised Curriculum (MFL withdrawal) 3x 1 hr p/w, Y7-9, group size 2-4
- Study Support (KS 4 Option choice) 5 x 1hr p/f, Y10-13, group size 2-4
- Literacy & Numeracy College (LNC) Hackney Literacy Trust & Maths Catch-up 8x 1 hr p/w Y7, group size 6-8, staff ratio 2:8
- Personalised Curriculum PSHE 1x 1hr p/w, group size 2-4
- Intensive Mentoring 1x 1hr p/w 1:1
- Nurture Group Y7-8, 1x 1hr p/w group size 4-6

Some examples of wave 2 intervention (not an exhaustive list)

- Lego therapy group (6-7 weeks) 1 hr p/w
- Movie club: ASD social and communication skills group (6-7 weeks) 1 hr p/w
- Expressive language group (6-7 weeks) 1 hr p/w
- Thinking Hats group (6-7 weeks) 1hr p/w
- Y7 transition group – 2 x 1hr sessions
- Handwriting club (6-7 weeks) 1 hr p/w

Additionally Resourced Provisions (ARPs)

The school hosts two Additionally Resourced Provisions (ARPs) on site: The Speech and Language Resourced Base for students with speech, language and communication difficulties and Compass for students with Autism.

Admission to both ARPs is made following consultation with SENAS and the Academy to decide which students would benefit from a placement in these specialist provisions, as demand for places exceeds availability.

Each ARP caters for up to 12 students each with an EHCP/ Statements of Special Needs and is managed by a specialist teacher who is supported by an additional SEN teacher, HLTA and LSA. A Speech and Language Therapist also works closely with staff to support ARP students as well as others in mainstream classes who have an identified speech, language and communication need.

Students within both ARPs are part of the school roll and attend mainstream classes with support. Arrangements are made to ensure specialist withdrawal teaching support for ARP students is provided as part of a modified curriculum according to individual need.

Further information can be found on the school website and in the SEN report

Staff Deployment and SEND Funding

Students with an EHCP or Statement are allocated a specified funding level according to the Brent Local Authority assessment of their needs.

MET BY OTHER FORMULA FACTORS	MET BY STATEMENTING ALLOCATION FACTOR				
A	B	C	D	E	F
	0.6 TA 19.5 hours	0.7 TA 22.75 hours	0.8 TA 26 hours	0.9 TA 29.25 hours	1.0 TA 32.5 hours
	£12,378	£14,441	£16,504	£18,567	£20,630

Funding is used to pay the salaries of SEN staff, LSAs, SALT and to provide other services such as counselling, therapeutic behaviour Interventions as well as auxiliary aids and specific teaching resources.

Staffing ratios are dependent on the number of students with a Statement or EHCP and their particular needs.

Students on SEN support (K) are funded through the school's notional SEN funding.

Requesting an EHCP

A student may arrive at the school with an EHC plan or where a student has lifelong significant learning needs and does not make adequate progress the school or parent/carer may request a statutory assessment from the local authority. If the request is granted it may lead to the student being provided with an EHC plan.

The decision to make a referral for an EHC plan will be taken at a progress review. The application for an EHC plan will combine information from a variety of sources including parents, teachers, SENco, Social Care and health professionals if relevant. The decision to give a student an EHC plan lies with a specialist panel at the local authority based on the information submitted by all those that are involved with the child.

Following Statutory Assessment, an EHC plan will be provided by the Local Authority if it is decided that the child's needs cannot be met by the support that is ordinarily available in the school. The school, parents and the child will be involved in developing the plan. Parents have the right to appeal against the content of the EHC plan and also if the school named on the plan differs from their preferred choice.

Once the EHC plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed annually at a person-centred review with parents and other professionals involved. This meeting is usually chaired by the SENco or ARP Manager and involves all those that work with the student. This review enables provision to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

All students who have an EHC plan will have an Individual Plan document which details specific information about how they learn and is shared with their teaching staff. These are updated at regular reviews.

SEND Local Offer

The Children and Families Act (2014) sets out a duty for local authorities to publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area (Regulation 53, Part 4). The Local Offer for Brent can be found at:

www.brent.gov.uk/services-for-residents/family.../special-educational-needs

As part of the Act, schools must also publish an annual SEN information report which is available on the school website.

Brent SENDIASS (Information, advice and support service) provides information and support to parents of pupils with SEN. A wide range of information and advice may be obtained by contacting this independent service. Contact details are as follows:

Sharon Bourla & Meena Mehta, Brent Civic Centre, Engineers Way, Wembley HA9 0FJ
Tel 020 8937 3435, Mobile 07867 187360

Partnership Working

Parents

Preston Manor actively seeks to work with parents/carers and values the contributions they make.

- Parental views are recorded as part of the person-centred reviews and SEN support plans
- Parents are actively encouraged to attend parents' evenings where their child's progress is discussed with subject teachers
- Parents are encouraged to help their child in many ways, for example: hearing their child read and learning spellings.
- Parents are communicated with through the school newsletter, letters home, telephone calls, email or the student planner.
- New parents are invited to attend our meet the form teacher evening in the winter term of each year prior to transfer.
- There are a number of other events throughout the school year which parents are actively invited to attend and engage with.

Students

- Preston Manor acknowledges the student's role as a partner in his/her own learning and education
- Students are actively encouraged to be involved in decision making by attending all person-centred reviews and to be involved in setting and reviewing of their outcomes
- Student views are valued and are recorded and listened to as part of the review process.

External Support

The Academy aims to work in partnership with other agencies in order to provide integrated support based on the needs of the student. The main external support agencies used by Preston Manor include (*this is not an exhaustive list*):

- Educational Psychologist Service (EPS)
- BRENT SENAS (special education needs assessment service)
- Brent Outreach Autism (BOAT)
- Brent Inclusion Team including Right Track
- London & North West Healthcare NHS Trust- Speech & Language Therapy Service
- Brent Early Help Team
- Education Welfare Officer
- Brent Centre for Young People
- CAMHS, TAMHS (targeted adolescent mental health service)
- NHS Occupational Therapy
- NHS Physiotherapists
- Social Care including commissioned services e.g. Addaction

Evaluating the Impact of Provision

The effectiveness of Preston Manor's SEND provision is evaluated through:

- The monitoring of classroom practice by the SENCO, Heads of Department, Director of Student Development and Senior Leadership Team. Including book scrutiny, learning walks, lesson drop-ins.
- The progress made by SEND pupils in terms of target grades in core and other subjects (making expected progress, or better than expected progress).
- The performance of SEN pupils in nationally accredited tests and examinations.
- The analysis of pupil tracking and testing data for both individual pupils and cohorts.
- The monitoring of targets on Individual Plans for students on SEN Support and outcomes on Annual Reviews for students on EHCP/Statements
- The monitoring of targets for Looked After Children (LAC) students on personal education plans (PEPS) and targets for students on pastoral and therapeutic behaviour interventions
- School Self-Evaluation and Department Development Plan (SEF & DDP). Information will be collated in order to self-evaluate the success of the department, building on success and looking for areas for improvement and innovation
- SENco examination analysis and report to Head teacher
- Feedback from parents and pupils at SEN parent forums, review meetings and questionnaires
- Review of SEND provision map including funding
- Parental involvement, especially attendance at reviews
- SENco Cluster Group: Peer moderation and professional development
- External evaluation by Brent Local Authority- SEND audit
- School Improvement Partner and OFSTED inspections
- The monitoring of policy and practice by the SEN Governor
- The Governors' Annual Report to Parents

The Role of the SENCo

The SENCO, in collaboration with the Head Teacher and Governing body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of pupils with SEN. The key responsibilities of the SENCO will include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Managing the Learning Support team: SEN teachers, HLTAs, LSAs
- Liaising with and advising fellow teachers.
- Advising on a graduated approach to providing SEND support.
- Liaising with parents of pupils with SEND
- Coordinating provision for pupils with SEND
- Overseeing the records on all pupils with SEND
- Contributing to the continuous professional development (CPD) of staff.
- Liaising with external agencies including the Local Authority support, Educational psychology services, health and social services and voluntary bodies.
- Developing links with other school/sharing best practice

Staff Continuous Professional Development

Under the direction of the Deputy Head and the Assistant Head teacher for Inclusion, the SENCo and other teachers within the department are responsible for delivering ongoing SEND CPD to teaching staff across the school. They are supported by Lead Practitioners. This includes training for NQTs and teachers new to Preston Manor as part of the school's induction training for new staff. Specific training and advice is also provided to departments on key areas of SEND, including ASD and supporting students with speech, language and communication difficulties.

Each department has identified a SEND Link representative who meets with the SENCo and department colleagues as part of the school development groups once a half term. The aim of these meetings is to identify department training needs, share special needs teaching pedagogy and good practice. Specialist professionals such as the Speech and Language Therapist, ASD advisor (BOAT) and the Educational Psychologist are able to attend key sessions as required.

All Learning Support Department staff participate in the full range of school based CPD and INSET including dedicated Learning Sets for Learning Support Assistants based on MITA (maximizing the impact of teaching assistant) recommendations. Specific training is provided within the department as part of the induction of new staff. External CPD is planned to meet objectives identified on the department SEF School self-evaluation framework) and department development plan (DDP).

There is a dedicated area on the school shared drive with Inclusive Teaching Strategies and other useful support materials. In addition the department subscribes to several professional journals and organisations including: NASEN Connect and SEN Leader in order to keep up to date with recent developments.

Appendices

SEND Referral Form pg 1



SEND Referral Form

Date of referral.....

Please liaise with your department SEND representative and return the completed form to the SENco

Student Name:		DOB:	
SEN Status:		Form:	
Ethnicity:		Staff Referring:	
Reason for referral:		Subject:	
		Desired outcomes from the referral process: <i>What change do you hope to see happen?</i>	
Cognition & Learning Needs <i>Student has difficulty</i>	Communication & Interaction Needs <i>Student has difficulty</i>	Sensory & Physical Needs <i>Student has difficulty</i>	Social, Emotional & Mental Health needs <i>Student has difficulty</i> *refer to the Lead teacher for Behaviour & Therapeutic Interventions
<input type="checkbox"/> Keeping pace in lessons <input type="checkbox"/> Retaining Knowledge <input type="checkbox"/> Processing Information <input type="checkbox"/> Reading- fluently & accurately- decoding <input type="checkbox"/> Reading with Understanding (comprehension) <input type="checkbox"/> Writing quickly & Legibly <input type="checkbox"/> Grasping number <input type="checkbox"/> Completing home learning <input type="checkbox"/> Organisation	<input type="checkbox"/> Saying what they want <input type="checkbox"/> Understanding what has been said <input type="checkbox"/> Maintaining Attention <input type="checkbox"/> Active listening <input type="checkbox"/> Speaking clearly <input type="checkbox"/> Social Communication <input type="checkbox"/> Social Interaction <input type="checkbox"/> Thinking flexibly <input type="checkbox"/> Coping with Change <input type="checkbox"/> Using Imagination	<input type="checkbox"/> Seeing printed text <input type="checkbox"/> Seeing the Whiteboard <input type="checkbox"/> Hearing the teacher <input type="checkbox"/> Hearing others during group work <input type="checkbox"/> Hypersensitivity <input type="checkbox"/> Hyposensitivity <input type="checkbox"/> Mobility: walking <input type="checkbox"/> Climbing Stairs <input type="checkbox"/> Balance <input type="checkbox"/> Posture <input type="checkbox"/> Effective pen grip <input type="checkbox"/> Medical Needs Please specify:	Has this student been referred through the pastoral route for: *Mentoring *Group Work *Counselling <input type="checkbox"/> ADHD <input type="checkbox"/> Motivation to learn <input type="checkbox"/> Anxiety <input type="checkbox"/> Depression <input type="checkbox"/> Withdrawn <input type="checkbox"/> Socially isolated <input type="checkbox"/> Disruptive Behaviour <input type="checkbox"/> Disturbing Behaviour <input type="checkbox"/> Mental health Concern: e.g. paranoia

Appendices

SEND Referral Form pg2



Use SEND Pink Folder to identify which strategies you have used to support this student. You could RAG the impact.

You can cut and paste from the strategy sheets: [S:\Departments\Teaching\Learning Support - Shared Work\All Easy Access SEN Information Nov 2015\SEND Resources](#)

Date	Strategy Tried	R	A	G

To be filled in with SEND teaching team and outcome shared with relevant staff.

To file in student file or SEND student file as appropriate

Recommendation	Person responsible	Outcome
WRAT/ART		
DASH		
Boxall Profile		
Ed Psych referral		
CAHMS referral/GP letter		
SALT Referral		
OT/Physio Referral		
Inclusion Team Referral		
Drop in/observation		
Coaching session		
Other:		

Appendices

Access Arrangements request form for Controlled Assessments

Please email request to Alison Dynan **AT LEAST 4 WEEKS IN ADVANCE** for any **HIGH Control** Assessments and **AT LEAST 2 WEEKS IN ADVANCE** for **LOW & MEDIUM** Control Assessments

Access Arrangements request form for Controlled Assessments

SUBJECT:			Completed by:			Date requested:
Date/s	Period	Venue	Teacher code	Level of Control H M L	Students names and AA	Brief outline of assessment

Key for AA

S= scribe

P= prompt

R= reader

+ = extra time

Rest= supervised rest breaks

Lap= laptop

Appendices

Access Arrangements request form for in class assessments

***Please email request to Alison Dynan
AT LEAST 10 DAYS IN ADVANCE.***

You must also include a lesson for the students to access their extra time if the test length is 1 hour or more where applicable.

Access Arrangements request form for in class assessments

Department:

Date requested:

Completed by:

Date of test	Period/s	Class code	Teacher	Length of test	Classroom	Students names and AA

Key for AA

S= scribe

P= prompt

R= reader

+ = extra time

Rest= supervised rest breaks

Lap= laptop