

Preston Manor School

Special Educational Needs & Disabilities (SEND) Policy

Reviewed by: TN & SWe (June 2019)

Approved by:

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SEND Vision & Values

Preston Manor School passionately believes in the importance of inclusion and equality for all children and adults, and we strive to ensure that these values are at the heart of our practice. We actively seek to remove the barriers that can hinder or exclude individual pupils, or groups of pupils. We understand that every child is unique and contributes towards the rich culture at our school.

Our aim is for every child to be well-cared for, to make progress and to develop life-long skills and attitudes, irrespective of any Special Educational Need or Disability (SEND), alongside their peers and through access to a broad and balanced curriculum.

At Preston Manor:

- We value, respect and celebrate the achievements of all children. We believe that every child can be successful and achieve during their time with us.
- We work in partnership with parents. We know that parents are the first educators of their child and so we always aim to involve parents and children in planning and reviewing progress.
- We strive to ensure children have a voice and are listened to.
- We know that the earlier we can identify SEND and provide support, the more successful our children will be. Early identification, supportive transitions and collaboration amongst all stake-holders is key.
- We seek out barriers to learning and actively plan for their removal. If something isn't working, we are both responsive and reflective to adapt or change it.
- We strive to deliver a broad, balanced curriculum which develops high achievement, self-confidence, resilience, motivation and cooperation with others.
- Our starting point is to guarantee a consistent, whole school approach to provision for children with SEND; to make sure all staff have the knowledge, skills and training to support all children with SEND in our school.

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

Preston Manor School is fully committed to inclusion and we will always use our best endeavours to secure special educational provision for those children for whom it is required. The SEND Code of Practice (2015) says students have a special educational need and/ or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age;
or
- b) 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 School 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.

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 Preston Manor's admissions' policy and fully compliant with Government legislation, including the Equality Act 2010.

The Local Authority Special Needs Assessment Service (SENAS) notifies Preston Manor about students who are transferring with EHC plans in the Spring Term of their Year 6. Where appropriate a member of the Learning Support Department will attend the Annual review of all Year 6 students with an EHC Plan 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 KS3 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 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. The Learning Support Department creates additional opportunities for pre-Year 7 visits where there is a significant concern about the vulnerability of a child through transition.

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 and Year 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

At Preston Manor we receive students during the Year 6 into Year 7 transition already identified with SEND. In such cases, the KS3 Deputy SENCO, and others from the SEN team, meet up with primary schools in the area throughout the summer term to ensure that there is a supportive plan and smooth transition for all students identified with SEND. We seek to include parents/ carers at every opportunity, and especially during transition points, because we know that they are the experts on their children.

Where students present with emerging needs they are assessed in line with the four categories of SEND.

If a learner is identified as having SEND, 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.

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 is how we deliver the 'graduated approach' to SEN provision.

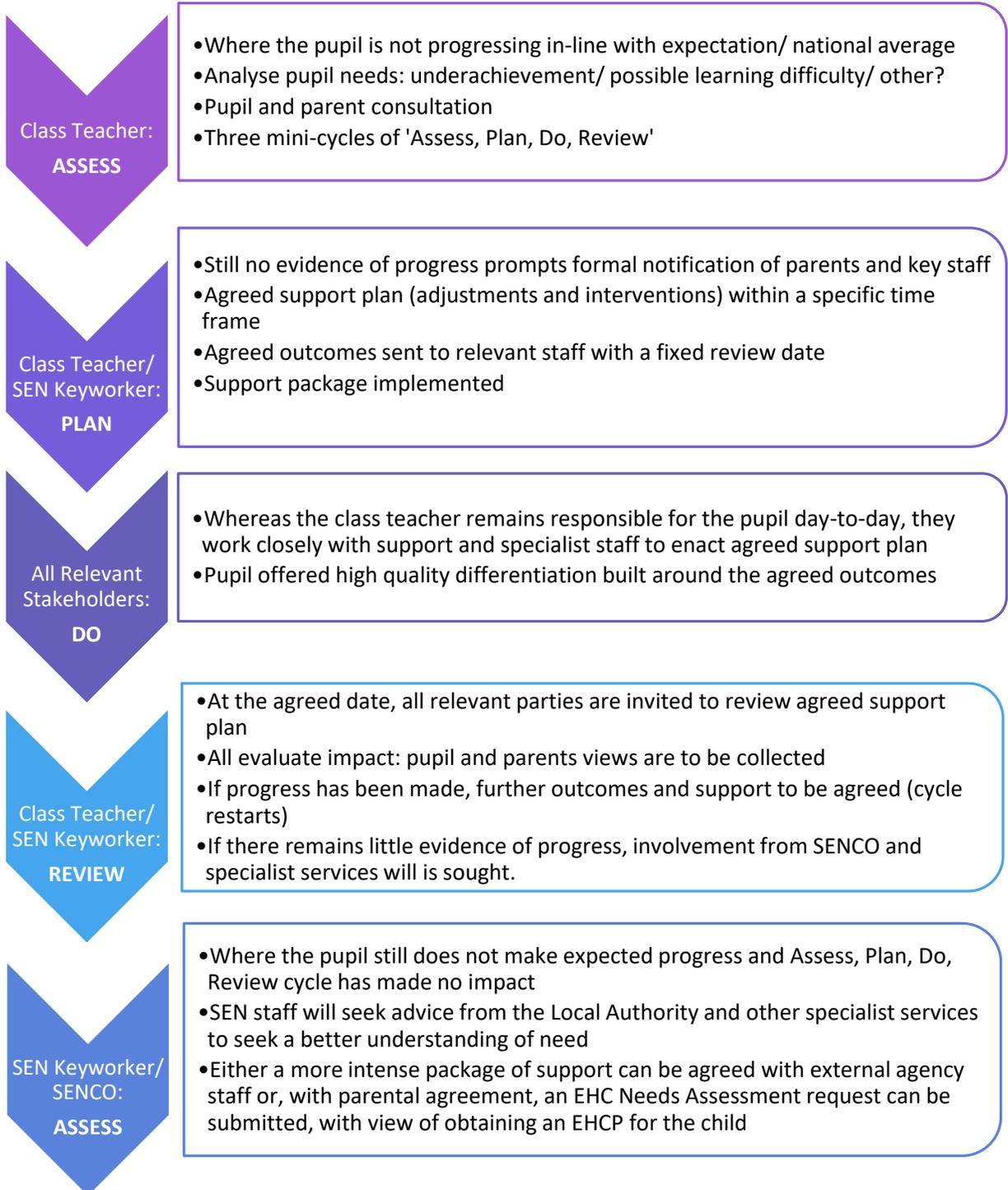
Student progress data is reviewed in subject teams, and by senior and middle leaders including SEND post-holders each term and interventions put in place for students who are making below expected progress. Students may be moved onto the SEN register at this stage should the evidence suggest that their needs are impacting more widely on all areas of the curriculum or if the gap between their progress/ their engagement to school is becoming even wider despite the interventions put in place.

The lead teacher for Behaviour and Therapeutic Interventions (BTI) meets with the Assistant Head teacher responsible for Pastoral Systems, the Head of Inclusion/ 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.

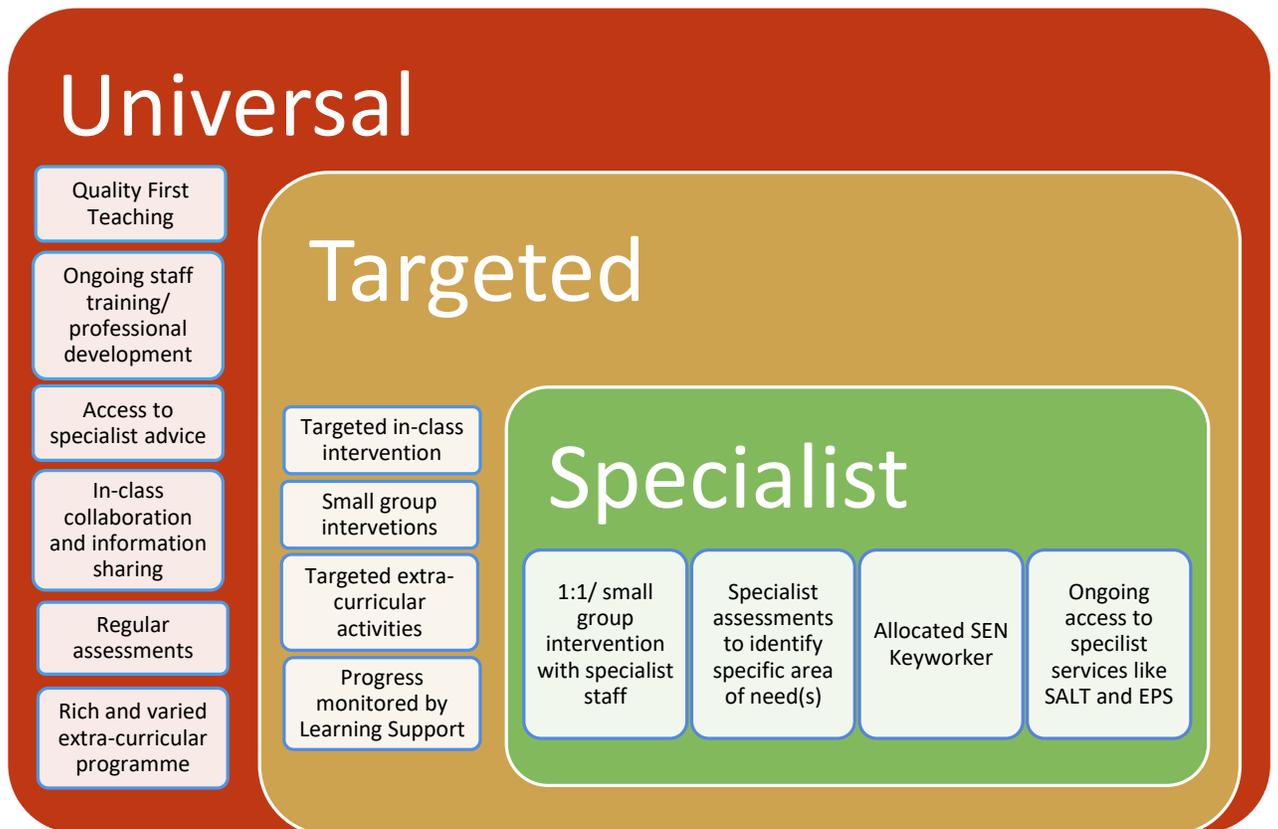
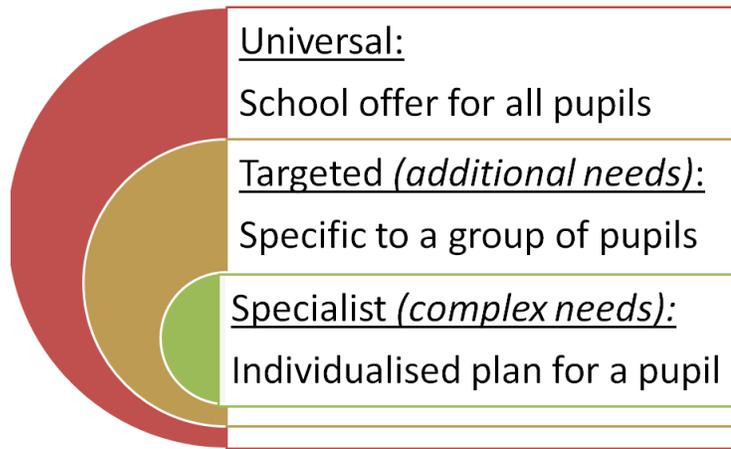
In line with the Code of Practice (2015) Preston Manor follows the graduated approach to SEN provision using the 'assess, plan, do and review' model:

SEND Provision: Preston Manor's Graduated Approach



SEND Provision: A Three-Tiered Approach

The Learning Support Team at Preston Manor are used in a variety of ways, from staff training to team-teaching/ in-class support, running small group programmes for specific areas of need to on-to-one sessions for students. We run a three-tiered approach to providing for students Universal (Wave 1: Core Funding), Targeted (Wave 2: SEN Notional) and Specialist (Wave 3: High Needs Block):



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.

2018/18 SEN Curriculum/ Intervention Offer

Area of Need	Small Group	Individual
Transition/ Vulnerable	<ul style="list-style-type: none"> * Yr 6 Transition Mornings (Headstart) * Yr 7 Vulnerable pupils AM reg * Yr 7 Vulnerable Transition Groups * Nurture Group Lunchtime Club 	<ul style="list-style-type: none"> *1:1 Mentoring * Peer Mentoring * Staff Mentoring * Counselling
Curriculum	<ul style="list-style-type: none"> *KS3 Personalised Curriculum (3hrs weekly) *KS4 Prince's Trust Option (3hrs weekly) * KS4 English Functional Skills/ Study Support Option (3hrs weekly) 	*Access Arrangements for formal assessments
Literacy	<ul style="list-style-type: none"> * KS3 Personalised Curriculum (3hrs weekly) * Sound Training (Lexiconik) 	*1:1 Guided Reading
Numeracy	<ul style="list-style-type: none"> * KS3 Maths Intervention (1hr weekly) * KS3 Personalised Curriculum (3hrs weekly) 	*Maths Makers
Speech, Language & Communication Needs	<ul style="list-style-type: none"> * Communication Group * ASD (autistic) Group * Lego Therapy Group * Nurture Group Lunchtime Club *Speech and Language Additionally Resourced Provision *Compass ASD Additionally Resourced Provision 	<ul style="list-style-type: none"> *ASD debrief *ASD Pupil Ambassadors *SALT consultation
Social & Emotional	<ul style="list-style-type: none"> * Counselling Provision * SEMH targeted groups * Nurture Group Lunchtime Club 	<ul style="list-style-type: none"> *Counsellor *Pastoral Support Assistants
Behavioural	<ul style="list-style-type: none"> *KS3 Self-Esteem/Vulnerable Groups *Mentoring groups (1 - 2hrs per week) 	<ul style="list-style-type: none"> *1:1 Mentoring *Pastoral Support Assistants
Physical Impairment	*Touch-typing	<ul style="list-style-type: none"> *Physiotherapy (school-led) *Touch-typing *Access Arrangements for formal assessments
Study Support	*SEN Homework Help	*Adhoc 1:1 support

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 Preston Manor School 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 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 are allocated a specified funding level according to the Brent Local Authority assessment of their needs.

Brent EHCP Funding Bands for Students with EHCPs						
>15hrs	15 hours	19.5 hours	22.75 hours	26 hours	29.25 hours	32.5 hours
Met by other formula factors	£8,521	£12,378	£14,441	£16,504	£18,567	£20,630

Funding is used to pay the salaries of SEN staff, LSAs, Speech and Language Therapist, 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 an EHCP and their particular needs.

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

Requesting an EHCP

Usually, where a child meets the statutory thresholds for an Educational Health Care Plan, this is sought during their Primary School experience. However, for a variety of reasons, a student may arrive at Preston Manor who meets those thresholds but is without an EHC Plan and therefore, where appropriate, the school may request an EHC Needs Assessment request from the local authority. Preston Manor must demonstrate that a student has lifelong and significant learning needs and has not been making adequate progress the school despite rigorous assessment/ planning and access to targeted interventions. A parent/carer may also 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 application for an EHC plan will combine information from a variety of sources including parents, teachers, SENCO, Educational, Social Care and Health Professionals where 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.

If the Local Authority finds that, for a child to remain in a mainstream placement, they require a more personalised support package that is over and above what is found in the school's core offer, they will attribute additional funding with the Educational Health Care Plan. 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. With an EHCP, Parents/ Carers also have the ability to choose the school they think is most suitable to meet their child's needs, outside of the usual catchment process.

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 involved professionals. This meeting is usually chaired by the SENCO, ARP Manager or SEN Keyworker and involves all those that work with the student. This review enables provision to be evaluated/ audited 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 Children and Families Act, schools must also publish an annual SEN Information Report which is available on the school's 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 and 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. Furthermore, there are a number of other events throughout the school year which parents are actively invited to attend.
- Parents are encouraged to help their child in many ways, for example: listening to their child read and helping them to learn new 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.

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)*:



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. This will include book scrutiny, learning walks, lesson drop-ins and formal observations of teaching and learning.
- 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 the Senior Leadership Team/ Governing Body
- The monitoring of policy and practice by the SEN Governor
- The Governors' Annual Report to Parents
- 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: for example, an SEND audit to moderate offer against other Brent schools
- School Improvement Partner and OFSTED inspections

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

Name, role and contact details of key SEND staff

Ms Taryn Neale – Head of Inclusion and SENCO

Email: t.neale@preston-manor.com
Phone: 020 8385 4040 ext 263

Ms Jasna Demirdzic – SEN Administrative Assistant

Email: j.demirdzic@preston-manor.com
Phone: 020 8385 4040 ext 215

Ms Monique Briggs – Deputy SENCO for KS3

Email: m.briggs@preston-manor.com
Phone: 020 8385 4040 ext 303

Ms Alison Dynan – Deputy SENCO for KS4

Email: a.dynan@preston-manor.com
Phone: 020 8385 4040 ext 230

Ms Carla Courtney – Manager of Speech and Language Additionally Resourced Base

Email: c.courtney@preston-manor.com
Phone: 020 8385 4040 ext 262

Ms Tricia Laing – Manager of Autistic Additionally Resourced Base (COMPASS)

Email: t.laing@preston-manor.com
Phone: 020 8385 4040 ext 216

Staff Continuous Professional Development

Under the direction of the Senior Leadership Team, 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 Behavioural & 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	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