



Dair House School

SEND Policy



Monitoring: Head/SENDCo/DoS Updated: November 2018 Review: August 2019

This policy is effective from the EYFS to Year 6. This policy includes prospective pupils.

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Section A – Principles and Objectives

Background

A child with special educational needs or disability (SEND) is one who may not be able to gain full access to the curriculum offered to the majority. Reasons may include:

- Physical disability, including visual or hearing impairment.
- Specific learning disorders, such as dyslexia or aspects of memory function.
- Motor skill difficulties (fine and gross)
- Oral and/or written expression limitations¹.
- Emotional or behavioural difficulties.
- Illness and long-term absence

Legal framework

This policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with SEND. These include:

- SEND Code of Practice: 0-25 years (January 2015)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
- The Children Act 1989
- Equality Act 2010
- The Special Needs and Disability Act 2001
- Education Act 1993
- Keeping Children Safe in Education- 2018

Definition of Special Educational Needs and Disabilities (SEND)

We consider a child as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they:

have a significantly greater difficulty in learning than the majority of children of the same age.

This difficulty could be a specific learning difficulty.

have a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Needs can be categorised in **four key areas**, as detailed in the SEND Code of Practice 2015:

- **Communication and interaction** - 'Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not

¹ A pupil **must not** be regarded as having a learning difficulty solely because the language or medium of communication of their home is different from the language in which they are (or will be) taught.

understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.' (SEND Code of Practice, January 2015.)

- **Cognition and learning** - 'Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.' (SEND Code of Practice, January 2015.)
- **Social, emotional and mental health difficulties** - 'Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit and hyperactive disorder or attachment disorder.' (SEND Code of Practice, January 2015.)
- **Sensory and/or physical needs** - 'Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or habilitation (the daily skills of functioning) support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.' (SEND Code of Practice, January 2015.)

At Dair House School a pupil will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some children, whose first language at home is not English, receive support in English as an additional language (see our EAL policy).

We recognise that pupils will have additional needs at some time during their educational career, which may not be deemed to be ongoing and may only be short-term. It is also recognised that some pupils will have long-term additional needs. Dair House School believes that by implementing this policy their needs may be appropriately supported in order for them to achieve to the best of their abilities.

The following acronyms are used in this document:

- SENDCo - Special Educational Needs and Disability Coordinator (details of role & responsibilities can be found in the Appendices)
- ILP - Individual Learning Plan
- AfL - Assessment for learning
- DSL - Designated Safeguarding Lead
- EHCP - Education, Health and Care Plan
- OT - Occupational Therapist
- EP - Educational Psychologist
- SMT- Senior Management Team

Admissions policy for SEND

Dair House School is firmly committed to inclusivity and to giving every child the best possible start in life. Irrespective of their special educational needs or disability, we consider all children for admission who have the ability and aptitude to access a mainstream academic curriculum. Pupils whose SEND are suited to the curriculum are welcome provided that we have the appropriate resources and facilities to provide them with the support that they require and can make reasonable adjustments for resources and facilities.

Before a place is offered at Dair House School (and preferably prior to application):

Parents must disclose any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. We reserve the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.

Based on such disclosure, we will confirm whether or not we are able to fully meet the needs of the child.

Where a child's SEND is identified, or develops, after the child has started with us, we will endeavour to continue support the child as long as:

- we have the appropriate resources and facilities to provide them with the support they require, and,
- we believe it is in the best interest of the child and of the Dair House School community to remain here.

Where, in our judgement, either of these conditions no longer apply, we reserve the right to withdraw a place at Dair House School. In such circumstances, we will use our reasonable endeavours to support parents in finding alternative arrangements.

A place is offered at Dair House School with the expectation that the pupil will leave at the end of Year 6.

Aims of Dair House School

Dair House School's overall aims are:

- to provide a happy environment and a stimulating, broad and balanced curriculum.
- to encourage the best from our pupils and promote a life-long desire for learning.
- to develop tolerance and understanding, consideration and courtesy in our school community and beyond.
- to provide the opportunity for every pupil to achieve their full potential and to develop their confidence and self-esteem.

SEND aims at Dair House School

Dair House School SEND aims are:

- to provide learning which is differentiated according to the needs and abilities of the individual.
- to promote sensitivity and responsiveness to SEND throughout Dair House School.
- to encourage pupils with SEND to take as full a part as possible in all School activities.
- to educate pupils with SEND, whenever possible, alongside their peers within the mainstream curriculum.
- to provide effective communication with the parents regarding their child's progress and attainment, and to recognise and encourage the vital role played by parents in supporting their child's education.
- to stimulate and maintain curiosity, interest and enjoyment for pupils with SEND in their own education, setting themselves aspirational personal targets, and ensuring that they are involved, where practicable, in decisions affecting their future SEND provision.
- to provide support that enables the pupil to return to independent learning.

Procedural objectives

A designated person SENDCo is responsible for coordinating and overseeing the SEND provision within the educational environment.

A pupil's SEND needs will be identified as early as possible.

Details regarding the SEND of pupils will be treated with appropriate levels of discretion and confidentiality.

The SENDCo, teacher, pupil and parents will form a working partnership to ensure that appropriate support is established and maintained.

Provision and progress will be monitored and reviewed regularly.

Resources will be managed to ensure such needs can be appropriately met.

Appropriate training will be provided for staff and volunteers.

Dair House School will recommend the use of outside agencies when appropriate.

The School will follow the recommendations made in EHCPs and reports from other professionals such as OTs and EPs wherever possible and practicable.

Section B – Application and Policy Procedures

Identification and Assessment

We recognise the importance of early identification of SEND. Evidence shows that early intervention and response improves the long-term outcomes for pupils.

Skills and attainment will initially be assessed and identified via a Baseline Assessment. At the same time, we will consider whether a child has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made and whether we can reasonably accommodate and support these needs effectively.

Following identification, assessment of provision will be determined through our 'Wave' system, as set out in the Appendices.

The needs of pupils are evaluated through a range of indicators:

- The outcome of assessments
- Concerns raised by class or specialist teachers
- Observations made by the SENDCo
- Concerns raised by parents, the pupil and outside agencies and to take account of any information that they provide (for example Educational Psychologist, Occupational Therapist or Speech and Language reports)
- Behaviour information
- Regular in-class and/or subject assessments. Class and Subject teachers will make regular assessment of all pupils and identify those who are making less than expected progress.
- An in-class 2-cycled approach will be used to support the pupil before considering a SEND response (as indicated below):
 1. Any pupil whose progress is causing a particular concern will be highly targeted teaching at the area of weakness by the subject and/or class teacher with high quality differentiation and scaffolding strategies to support learning tasks and activities.
 2. If there is no improvement, the subject and/or class teacher will review their own practice still further - reflecting on alternative ways in which to support the pupil via visual representations, chunking information, presenting vocabulary prior to learning, over-learning techniques, paired learning with a higher level pupil, practical activities to consolidate learning and so on.

If the pupil is still not making progress after this 2-cycled process, evidence will be gathered (lesson plans demonstrating evidence of the above process and strategies employed, class test results, quality of independent work, views of the pupil and parents regarding homework).

In addition a Referral Form should be completed and sent to the SENDCo for consideration (advice, observation and/or an intervention proposal).

Pastoral concerns

Persistent disruptive or withdrawn behaviour do not necessarily mean that a child has SEND. If there are concerns, a brief out-line assessment will be made by the SENDCo to try to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. Parents will be consulted on whether an additional investigation through a specialist assessment is required. In any instance, it may be that a multi-agency approach might be most appropriate and therefore considered.

SEND Provision

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age... (1993 Education Act, section 156)

SEND provision will be based on all information received, but initially through our own in-school pupil progress data and teacher views or concerns, via the Referral Form. Additional information, such as private assessments, will not be the main data used, as this is not available for all pupils, but will be used in conjunction with our own data.

Once the appropriate assessments have taken place, a decision will be made whether a pupil has SEND, based on the SEND Support Frameworks in one or more of the four 'broad areas of need' as outlined above:

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

A pupil's level of SEND need will be recorded on the SEND Register, accessible to all teachers. The SEND Register records pupils at Wave 2 and 3. There is also a record of reasonable adjustments given to children at Dair House School. The Register is a working document that is updated termly with consultation between the SENDCo and teachers.

Where a pupil is identified as having SEND, action will be taken to remove the barriers to learning. This SEND support will take a four-part cycle, known as the 'graduated approach'. The four parts to the cycle are: Assess, Plan, Do, Review (SEND Code of Practice, January 2015). If any additional support, over and above that of the normal curriculum, is to be provided, parents/carers will be informed.

SEND Provision may take a number of forms that are specifically appropriate to support the identified individual needs of a child.

Where there is spare capacity for in-class support (for example from a TA or Support Teacher), the SEND Support Framework will be used to decide where the in class support is best allocated.

High quality teaching, differentiated for individual pupils, is the first step in responding to those who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching.

Reviews of the quality of teaching will include teacher's understanding of strategies to support SEND pupils.

Support Teacher's plans and/or an Individual Learning Plan (ILP), will be available to all staff via the Teachers' Shared Site.

Pupils on the SEND register and receiving additional support or intervention, will have their progress monitored within the targets of their group or individually. This is over and above the school-wide progress tracking.

Individual Learning Plans (ILPs)

If a pupil is deemed to be Wave 2, and is receiving 1:1 support from a teacher, targets will then be detailed within an Individual Learning Plan (henceforth referred to as ILP, see Appendices). This will be shared at least twice in the academic year at a meeting with parents/carers. A child friendly version of these targets will be shared with the pupil.

The meeting will be led by the SENDCo and/or the Class Teacher. The meeting will review progress, set clear targets to move forwards, discuss the support that will be given to help the pupil achieve the targets and identify the responsibility of the parent, pupil and Dair House School.

SMART targets will be used:

Specific – target a specific area for improvement.

Measurable – quantify or at least suggest an indicator of progress.

Assignable – specify who will do it.

Realistic – state what results can realistically be achieved, given available resources.

Time-related – specify when the result(s) can be achieved.

The new ILP will be made available to all staff working with the pupil via the Teachers' Shared Site area and a copy will be given to the parents/carers.

Any pupil with an Education Health and Care Plan (EHCP) will have the recommendations within the plan followed. Additionally, an Annual Review will be held between the Head, SENDCo, parents, Local Authority representative and any other specialists to assess progress and current needs in order to ensure their welfare and the continued successful provision of their education.

Reasonable Adjustments for Assessments/Examinations

We believe in best practice. Therefore, we implement reasonable adjustments when assessments are taken. However, we will enforce all reasonable adjustments in external examinations, as recommended by a specialist report (e.g. Educational Psychologist).

Involvement of Specialists

Where a pupil continues to make less than expected progress due to SEND, despite the use of an evidence-based approach and well matched interventions, we may recommend consultation, assessment and support from outside agencies (for example Speech and Language

or Occupational Therapy). Equally, parents/carers must inform us if specialist provision is sought privately.

Equal Access

Dair House School has no wheelchair accessibility due to the confines of the building. This restricts our ability to offer children with mobility problems a place. However, each case will be considered individually.

All teaching, and non-teaching, staff hold responsibility for ensuring that all pupils, irrespective of ethnic origin, sexual orientation and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.

All teachers should be aware of the individual and differing needs of the pupils, and have access to individual records via the Staff Server. The SENDCo will ensure that when an external report is received, a copy of the report is circulated to all relevant members of staff to read. If the pupil's teacher receives an external report directly from a parent or outside agency, the teacher will ensure that the SENDCo is notified in order to circulate the report to all relevant members of staff.

SEND Professional Development and Resources

SEND Professional Development: All staff in the school will be provided with general or specific training or information on meeting the needs of SEND within their classroom.

The SEND department should be given the appropriate opportunities to attend external courses to keep abreast with current expertise and thinking in order to best address SEND issues and support SEND pupils.

The SENDCo should be aware of relevant courses relating to SEND which staff can request access to and the SENDCo can advise as necessary. All staff have access to training, including teaching assistants. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

Occasionally, specialised training will be necessary to support the needs of a particular pupil. This will be provided to those staff most directly involved with the pupil.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working with SEND pupils.

Resources: The responsibility for determining the amount of resource for SEND lies with the SMT who will seek advice from the SENDCo.

The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources. The costs of the SENDCo are met from the main school budget.

The SENDCo has the key responsibility for determining the allocation of these resources in consultation with the SMT and may also consult the rest of the staff regarding areas of need within the classroom.

Roles and Responsibilities

A member of the School's Board of Governors meets with the SENDCo to review the policy and monitor standards on a termly basis.

The Head has overall responsibility for the management of SEND provision. On a day-to-day basis, this responsibility is delegated to the SENDCo who keeps the DoS and Head fully informed.

The SENDCo will take a strategic overview of all forms of support designed to ensure that children with special educational needs achieve success. The full responsibilities of the SENDCo are set out in Appendices.

All teachers have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all SEND pupils in their classes, including where pupil access support from teaching assistants or any other specialist staff. Teaching Assistants and Intervention teachers are a valuable part of the support for pupils with SEND.

The Director of Studies and Deputy Head maintain overall responsibility for all TAs, HLTAs and LSAs.

Communication and Collaboration – Partnership with Parents/Carers

We will ensure that all parents/carers are fully informed of any SEND their child may have. Partnership with parents/carers plays a key role in promoting a culture of co-operation. This is important in enabling pupils with SEND to achieve their potential.

Parents/carers hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of a pupil's needs. We actively seek to work with parents and value the contribution they make.

Parents/carers may be expected to:

- Recognise and fulfil their responsibilities playing an active and valued role in their child's education by supporting their child's SEND needs.
- Alert the school to any concerns they have about their child's learning or provision.
- Fulfil their parental obligations to their child. This will usually be done through: Parent Consultations/Meetings (informal or formal); ILP reviews and Annual EHCP reviews.
- To follow recommendations from Dair House School regarding external agency involvement and assessment.

Parents/carers may expect to:

- Be informed by the school of their child's placement within the SEND Wave system.
- Be informed what support their child is receiving.
- Be informed of their child's progress via parent-teacher meetings, school reports, exam results and more informal communications such as email or direct conversation.
- Be involved in formulating their child's targets for their ILP, if necessary.
- Have the opportunity to make their views known about how their child is educated during ILP review meetings, at parent/teacher consultation evenings or via direct communication with the child's class teacher or SENDCo.

Pupil Participation

For a pupil with SEND, we aim to involve the pupil in understanding his/her difficulties and what is needed to overcome them. We also encourage a pupil with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. Therefore, as part of the pupil's SEND provision, the School should listen to the views of the pupil.

Parental Concerns regarding SEND

If any Parent/Carer has concerns, or wishes to make a complaint regarding their child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with the class or subject teacher. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the class or subject teacher.
- Raise the issue with the SENDCo.
- Arrange a meeting with the SENDCo. If it involves a conflict which cannot be resolved, the Head should be involved.
- Arrange a meeting with the Head.
- For further details of formal complaints, refer to our Complaints Procedure (available on our website).

Record-keeping and evaluating the success of the policy

The SENDCo keeps up-to-date records of the progress of SEND pupils. These are reviewed on a regular basis.

This policy is reviewed on an annual basis and will involve the SENDCo, the Director of Studies and the Governor with responsibility for SEND. Review of the policy will take into account:

- Any legislative changes
- The progress made by pupils with SEND at Dair House School
- The success of the school at including pupils with SEND
- Any recommendations from internal governance reviews and external inspections.

Appendix I – The Role of the SENDCo

The SENDCo is responsible for:

- The implementation of the SEND policy and the monitoring of its effectiveness
- Ensuring that SEND records are properly kept
- Assessment of pupils
- Co-ordinating SEND provision
- Overseeing the writing of ILPs, in collaboration with other staff and specialists.
- Where appropriate, teaching pupils with SEND
- Liaising with outside agencies to support pupils with additional support strategies
- Liaising with colleagues and advising on differentiation
- Liaising with parents; providing feedback and involving them in implementing a joint learning approach at home and at school.
- Supporting and liaising with any LSAs, TAs and HLTAs
- Ensuring that provision is made for special dispensations for exams, such as extra time, the use of laptops or scribes and the use of different rooms (where such action has been recommended by a relevant expert/agency)
- Sourcing and ordering resources for SEND provision.
- In the event of a pupil applying for statutory assessment, the SENDCO must collate all the necessary paperwork required by the local education authority. If the pupil has an EHCP, the SENDCo would be responsible for co-ordinating the provision and organising the Annual Reviews.
- His or her own professional development – e.g. keeping up to date with knowledge of the Government’s changing policies in regard to SEND, and attending relevant courses

Appendix II – Checklist for Early Detection of SEND

Name of pupil:

Teacher:

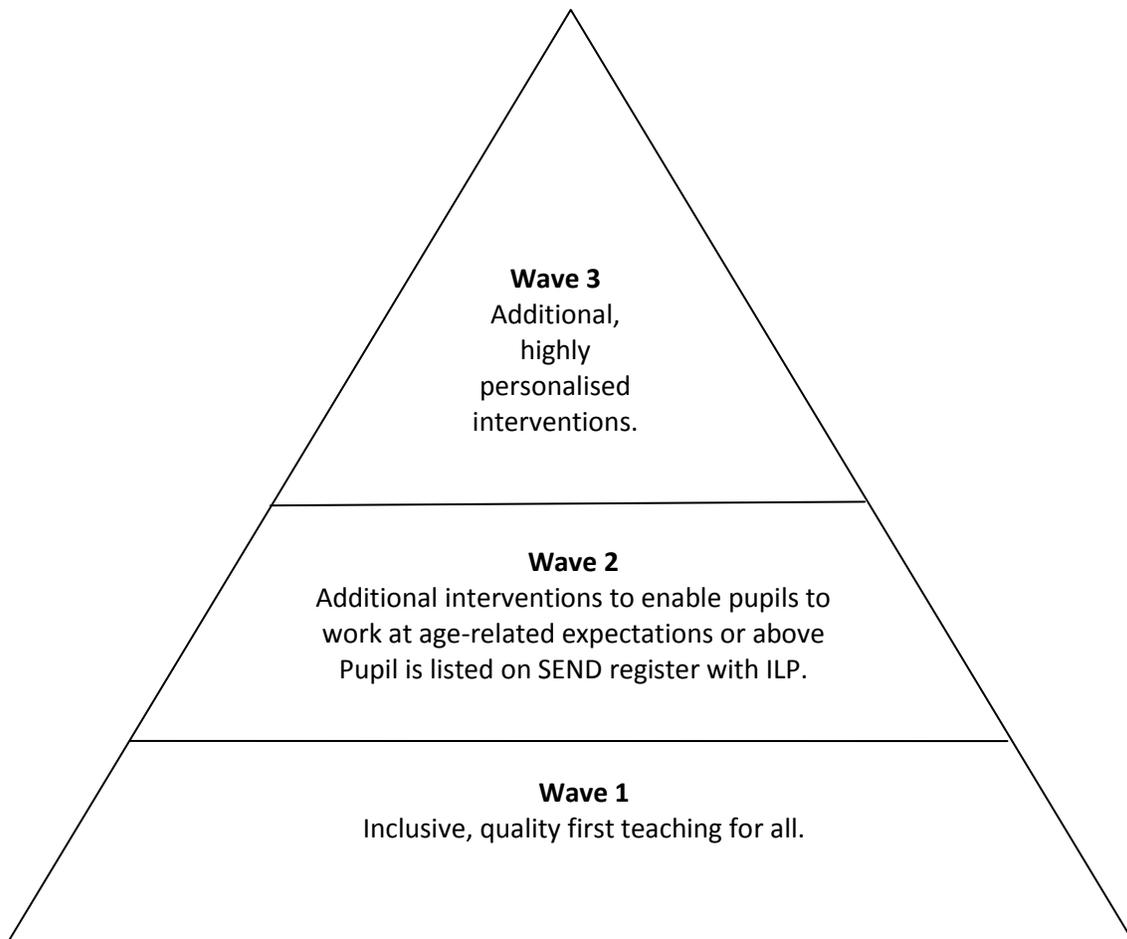
The observations below are of a nature that a teacher would identify quite early.

Criteria	
Significant discrepancy between oral and written performance	
Persistent difficulties with spelling high frequency words	
Inconsistent spelling	
Difficulty getting ideas down on paper	
Problems putting things in sequential order	
Written work fails to fully express the pupil's understanding, ideas or vocabulary	
Easily misreads	
Easily miscopies page to page or board to page	
Loses place easily when reading or following instructions	
Has difficulty seeing errors- cannot proof-read	
Finds decoding new words difficult	
Handwriting may be difficult to read or inconsistent	
Shows left / right confusion	
Finds it difficult to memorise/remember new facts, new words, and new instructions given verbally	
Has trouble generalising or acquiring and applying new rules	
Does not seem to learn by ordinary teaching methods	
May be described as a quick forgetter rather than a slow learner	

NB: Not every pupil with SEND shows all these difficulties, but when a number of difficulties are manifested simultaneously further investigations should be made.

Appendix III – Dair House School SEND Wave System

A clear and defined system for identifying and acting upon SEND is set out below:



Wave 3

Wave 3 is targeted provision for a small percentage of children whom either require a high level of additional support/provision in order to address their needs. Wave 3 is also for children who have been identified for an intervention designed to accelerate progress.

Wave 2

Wave 2 outlines specific, additional and time-related interventions provided for some children who are below the expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs or individual pupils.

Wave 1

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all pupils in the classroom. Wave 1 includes providing differentiated work and creating an inclusive learning environment.

Appendix IV - Educational Health Care Plan (EHCP)

If a pupil has an EHCP, the School will take responsibility for ensuring that all staff working with the pupils have read and understood the EHCP and any specialist reports. We will ensure a clear range of strategies and approaches to support differentiated day-to-day teaching is agreed by all those involved, based on specialist advice. The School will target provision to address the pupil's needs and ensure that agreed outcomes and review points are in place. Teachers, with the support for the SENDCo, will monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed and the SENDCo will monitor and oversee progress at least once a term with all relevant staff, parents/carers and pupils.

Outside Agencies

Some pupils will need more support than can be offered by the School. In these cases external agencies will need to be consulted. The School will contact parents in order to suggest further investigation by an:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- Paediatrician
- Behavioural Psychologist
- Behavioural Optometrist
- Any other relevant professional.

Once an outside assessment has been carried out, and the report shared by the parents with the School, the report will be read by the SENDCo, class teacher, Head and any other member of staff who teaches the child (e.g. Music, PE and French teachers). A meeting will then take place between the parents, SENDCo, class teacher and, if necessary, the Head. An appropriate plan of action will be discussed with the parents.

The recommendations of the outside professional are included in an ILP. Any pupils receiving support outside school will also be placed on the SEND register.

Appendix V – The 4-Part Cycle of SEND Practice

We operate a holistic approach for assessing, tracking and monitoring progress. It builds on frequent review in successive four stage cycles: Assess; Plan; Do; Review:



1. Assess (Teacher, SENDCo, and External where appropriate)

Pupils who are not making expected progress will be referred to the SENDCo using the checklist for early identification of SEND.

The class teacher should communicate any initial concerns about the pupil to the SENDCo.

These concerns can include:

- Behaviour or ability to socialise
- Reading and/or writing
- Concentration levels
- Physical needs or impairments.

An Educational Psychologist or other appropriate specialist may be recommended in assessing the pupil for SEND. The parents/carers would be responsible for privately commissioning any assessment and paying for the service directly, without the intervention of School. The School will complete any relevant questionnaires as requested by the appropriate specialist. The School would expect to see the results of any assessment and share them with all relevant teachers by the SENDCo in order to better understand the child's profile and put further steps in place to help the child's learning.

2. Plan (Teacher, SENDCo)

We recognise that differentiation is essential to meet the diverse range of abilities within any class. Class teachers will plan levels of activities so that more able pupils are stretched, whilst others can still cope with lessons and understand the concepts taught. For those pupils who may not necessarily need their own learning intervention programme, teachers will plan and deliver differentiated material or modify teaching styles and resources used according to individual pupil's needs. Support and interventions are agreed upon by the SENDCo, teacher, parent and pupil.

When an ILP is required, it is written and circulated by the SENDCo to provide guidance to classroom teachers. Lessons should be differentiated appropriately based on the ILP. Additional adults in the HLTAs, LSAs and TAs in class should mirror the support that the class teacher has put in place. There will be frequent communication between the HLTAs, LSAs and TAs and teacher in order to ensure that the support provided outside of lesson time is meaningful and suitable. The class teacher and SENDCo communicate to parents about SEN. When appropriate, the SENDCo communicates with the DSL regarding any sensitivities surrounding SEN and repercussions on welfare and wellbeing, particularly where cultural attitudes towards SEN may be detrimental to the pupil's welfare.

The ILP will provide details and guidance, including:

- Pupil name and class
- Strengths and areas for improvement
- Intended outcomes
- Interventions e.g. LSA support
- Access arrangements, if applicable.

Available access arrangements include:

- Extra time allowance as suggested by assessment
- Supervised rest breaks/movement breaks
- Use of a scribe, transcript or reader depending on need
- Use of a word processor
- Large print papers/reasonable adjustments.

3. Do (Teacher)

The class teacher remains central to ensuring that the intentions of the ILP are carried through in the classroom on a daily basis. Teachers should use the ILP to:

- Focus on the intended outcomes for the pupil
- Continuously evaluate the quality of support provided
- Contribute to whole school improvement
- Maintain high aspirations for each pupil
- Involve any additional adult/teaching assistant in planning process as appropriate.

Teachers should encourage all students to become independent learners. AfL should be used effectively to increase participation and engagement of pupils with SEN; suitable support will help improve intended outcomes.

The Director of Studies will ensure that the schemes of work and resources provided are appropriate to a range of abilities and learning styles.

It must be noted that ensuring correct provisions are made for students with SEN is a whole school responsibility. Provisions are pupil-centred and may change often, in accordance to

information revealed from reviews. Staff must be vigilant in keeping up to date with the requirements and intended outcomes for each pupil with SEN.

4. Review (Teacher, SENDCo)

The purpose of the review is for the classroom teacher, LSA and SENDCo to discuss whether a pupil is making adequate progress. Reviews will be frequent and will draw on evidence such as the teacher's assessment and experience of the pupil, information on pupil behaviour, and their development compared to their peers. The views of the pupil and parents will also be taken into account.

The Director of Studies will conduct observations for pupils with SEND to make sure that they are utilising the strategies which have been suggested to them by the teacher and SENDCo. Feedback from these observations will be discussed with SENDCo and teacher and will inform the review process.