Home Tree School

SEND Policy

September 2026

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Home Tree House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is out aim that all students fulfil their potential

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Background

Home Tree School is an Independent Specialist School registered for students from the ages of 11 to 18 with significant social, emotional and mental health difficulties. The majority of students have an Education Health and Care Plan (EHCP) or are undergoing assessment.

Sexual abuse
Physical abuse
Emotional abuse
Neglect
Domestic violence
Bereavement

Whilst their behaviour is a common element relating to their specific trauma, behaviours can vary amongst individuals. These include but are not limited to a combination of the following:

Violent and Aggressive behaviour
Attachment disorder
Sexual disinhibition
Emotional instability
Hyper Vigilance
Self-Harm
Dissociative States
Lack of empathy and trust
Low sense of safety and security
Cognitive skills unmatched to current age
History of placement breakdowns, including Educational

As a result of these behaviours and the barriers to learning that these present, the vast majority of students have gaps in their learning due to a history of breakdowns in educational placements and have often experienced a variety of different settings and because of this.

Our Vision:

"To ensure that everyone in our care has the opportunity to achieve their personal best"

All students attending Home Tree School are deserving of an education which goes above and beyond their past experiences of any other school setting that they may well have attended. Our approach is to inspire and engage our learners through a broad, balanced and practical curriculum that maximises the opportunities for each individual to achieve their educational potential in conjunction with positive personal and social development.
We believe that education is the key to success. Our mission is to improve our students' relationships with education. We aim to dismantle barriers to learning through a trauma and mental health informed approach which combines high expectations with sensitivity to the needs of individual students. Well-qualified, passionate and experienced staff provide engaging learning programmes appropriate to age and ability, to yield positive outcomes, leading to greater integration with education, community and society.

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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Legal Status:

- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001

Applies to:

- the whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and non-teaching), the Governors and volunteers working in the school.

Related documents:

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- Gifted and Talented
- English as an Additional Language Policy

Availability

This policy is made available to parents, staff and pupils in the following ways: via the school website, and on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by Karen Carrington, Interim Executive Head.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed: Karen Carrington
Interim Executive Head

Principles

The school aims to identify pupils with Special Educational Needs (SEN) at the earliest opportunity and offer appropriate provision. Our School seeks to offer pupils with Special Educational Needs full access to a broad and balanced curriculum. There is a whole school approach, which involves all staff, in understanding how children learn and supporting pupils with Special Educational Needs. All staff are

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aware of each pupil's needs. All staff have a responsibility to differentiate lessons to cater for individual learning needs. Parents/guardians/carers and pupils will be involved fully in the process of the planning and delivery of support. It is the policy of Our School that pupils who have been accepted into the school will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are an inclusive school, determined to meet the needs of all our pupils. Our school has a clear approach to identifying and responding to SEN. We recognise the benefits of early identification – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. All our pupils will have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers will set high expectations for every pupil, whatever their prior attainment. Teachers at our school will use appropriate assessment (usually GL and or BKSB) to set targets which are deliberately ambitious. We will identify potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

By planning in this way, our pupils with SEN and disabilities will be able to study the full national curriculum. The quality of teaching for pupils with SEND, and the progress made by pupils, will be a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, will identify any patterns in the identification of SEN, both within our school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching. The identification of SEN will be built into the overall approach to monitoring the progress and development of all pupils.

Interpretation

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN will be educated and the Equality Act 2010 provides protection from discrimination for disabled people. Independent schools are required to follow the *Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (DfE and Department for Health: 2014).*

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support**.** Within the context of the pupils who might require additional support at our school include:

- pupils with specific learning differences e.g. dyslexia, dyspraxia
- the gifted and talented
- pupils with hearing and/or visual impairment
- pupils with specific physical and medical conditions

The following are quotes from famous dyslexics;

"I see some things clearer than other people do because I have to simplify things to help me and that has helped others." *Richard Branson*

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"Writing and spelling were always terribly difficult for me. I was an extraordinarily bad speller and have remained so until this day." *Agatha Christie*

"The secret of getting ahead is getting started." *Agatha Christie*

"If you can dream it, you can do it." *Walt Disney*

"I am not discouraged because every wrong attempt discarded is another step forward." *Thomas Edison*

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life thinking it's stupid." *Albert Einstein*

"I barely made it through school. I read really slow. But I like to find things that nobody else has found, like a dinosaur egg that has an embryo inside. Well, there are 36 of them in the world, and I found 35." *Dr. John R. Horner (Palaeontologist)*

Our school regularly reviews and evaluates the quality and breadth of the support we can offer or can access for children with SEN or disabilities. We also consider our duties, as they apply to us as an independent school, under The Equality Act 2010. We give careful consideration in advance to what disabled children and young people we can accommodate in our independent school. School leaders will regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

Equality Act 2010

Our school has a duty under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We give prior thought to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Our school has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

Aims and Objectives

Our school's Special Educational Needs policy provides a framework for the provision of teaching and support for pupils with learning difficulties. The framework refers to entitlement, access and partnership. Although we aim to make provision for identified Special Educational Needs, it may not always be possible to do so within the school's resources. In such cases the Headteacher and the pupil's parents/carers would be informed. Where a concern has been raised, any special needs or disabilities will be identified at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the pupil, including parents/carers, teachers and other professionals. The pupil's views will also be sought.

The aims of this policy are:

- to create an environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of pupils are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- to enable all pupils to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their pupil's education;

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- to ensure that our pupils have a voice in this process.

In order to meet these aims, our objectives are:

- to ensure pupils with learning needs are identified as early as possible;
- to assess the pupil to identify specific areas of difficulty;
- to ensure all staff are aware of the pupil's needs and are able to meet those needs within the school setting;
- to ensure pupils' records include information relating to their individual needs, interventions and outcomes;
- to assist staff in modifying curriculum to meet the pupil's needs within the classroom and provide training programmes when required;
- to ensure that no pupil with learning needs or disability is discriminated against on the basis of his/her disability;
- to work in partnership with parents, guardians and the pupil themselves in providing appropriate support and advice.

Admission Arrangements

Pupils entering the school will normally have a baseline assessment. This includes English, Mathematics and Cognitive Abilities. If a pupil has already been identified as having learning needs, relevant reports should be brought to the family/care interview. If necessary, the SENDCo or a member of the SEND team will meet the pupil and talk to parents. Pupils are admitted to the school in discussion with the Headteacher through referrals. Pupils with additional needs will be admitted if the school can offer appropriate support. However, every effort will be made to accommodate a pupil with Learning Needs.

Special Educational Needs Co-ordinator (SENDCo) ***Also please refer to the SENDCo job description.***

The Headteacher has appointed a co-ordinator for special educational needs known as a Special Education Needs Co-ordinator (SENDCo). The current SENDCo is Alison Lewis. It is the responsibility of the SENDCo to co-ordinate the operation of the Special Educational Needs Policy and related policies. The SENDCO who has an important role to play in determining the strategic development of SEN policy and provision in our school has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENDCO:

- provides professional guidance to colleagues and will work closely with staff, parents and other agencies
- will be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- designs and monitors the personal learning plans;
- oversees the records for all pupils with special educational needs;
- maintains the school's SEND and EAL lists;
- liaises with and advising fellow staff;
- liaises with parents/carers of pupils with special educational needs;
- works with external agencies, professionals and specialist tutors as appropriate;
- monitors Individual Educational Plans, as and when required;
- support staff in developing strategies to meet effectively the learning needs of all pupils at our school;

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- Provides high quality training for teachers and LSAs to support pupil's well-being.

Learning Support Assistants (TA's)

We also use LSAs who are timetabled to work with various pupils either individually or in the classroom. Teachers and LSAs hold daily debrief and also staff weekly meetings to discuss pupils learning and to plan next steps. This includes which children will be focused on and allow time for both staff and LSAs to plan provision and differentiation for those children to ensure that they extend their learning beyond the completion of work. We believe that good collaboration between teachers and support staff is essential to ensure maximum progress for our pupils. As part of inclusion, we believe that pupils should receive assistance with their peers within their classrooms, therefore as much as possible the majority of our pupils receive assistance during normal lesson times within their normal classroom setting in order that they can access the curriculum along with the rest of their class.

What Home Tree house School does

In practical situations of our school, we do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes. Our school recognises emerging difficulties arising with young people and respond promptly. We understand parents know their children best and we place stress great importance when parents' express concerns about their child's development. We listen to and address any concerns raised by children themselves.

The model of action and intervention in our school, a graduated approach to help children who have Special Educational Needs. Our approach recognises that there is a continuum of special educational needs and that. Where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing. We are following the current guidance for by using this graduated approach (which replaces School Action and School Action Plus) to identify and support our children with Special Educational Needs. In our school, the graduated approach is led and co-ordinated by the SENDCO. Where we identify a child as having SEN in our school, we take action to remove barriers to learning and put effective special educational provision in place. The support provided takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil I making good progress and securing good outcomes. This is known as the graduated approach. It draws upon more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Where a child who has an Education, Health and Care (EHC) Plan needs joins our school, we will always consult with parents/Social workers and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the Education, Health and Care (EHC) Plan, including the full National Curriculum if this is specified. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with an EHC Plan. Any additional services that are needed to meet the requirements of the EHC Plan or additional services such as dyslexic tuition will be subject to charge. This will be either directly to the parents, or the Local Authority if they are responsible for the fees and our school is named in the Education, Health and Care (EHC) Plan.

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We have arrangements in place to support children with SEN or disabilities. We have developed a clear approach to identifying and responding to SEN. We recognise the benefits of early identification, identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children. We have a focus on inclusive practice and removing barrier to learning, therefore special educational provision in our school is underpinned by high quality teaching which is differentiated and personalised, and is compromised by anything less. It is our aim to know precisely where children with SEN are in their learning and development. We:

- ensure decisions are informed by the insights of parents and those of children themselves;
- have high ambitions and set stretching targets for them;
- track their progress towards these goals;
- keep under review the additional or different provision that is made for them;
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school will regularly and carefully review the quality of teaching for all of our pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. In deciding whether to make special educational provision, the teacher and school SENDCO will consider all of the information gathered from within our school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, our school will have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering will include an early discussion with the pupil and their parents/social workers/ LA. These early discussions will be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions will be added to the pupil's record on our school information system and given to the parents. Furthermore, we will also tell parents and young people about the local authority's information, advice and support service. Consideration of whether special educational provision is required will start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will then help determine the support that is needed and whether it can be provided by adapting our school's core offer or whether something different or additional is required. However, where support is provided, a clear date for reviewing progress will be set and the parent, pupil and teaching staff will each be clear about how they will help the pupil attain the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision will be recorded in our school records and the pupil's parents/LA must be formally informed that special educational provision is being made

Use of data and record keeping

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Our school has developed its own approach to record keeping in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEN will be recorded accurately and kept up to date. As part of any inspection, both Ofsted and ISI will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Ofsted and ISI publish more detail about their expectations in their inspection guidelines. Our school will particularly record details of additional or different provision made under SEN support. This will form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. They will ensure that they have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact. A local authority that is considering or is carrying out an assessment of the pupil's needs will wish to review such information. We use our information system to monitor the progress and development of all pupils. Details of SEN, outcomes, teaching strategies and the involvement of specialists will be recorded as part of this overall approach. Our school will readily share this information with parents. It will be provided in a format that is accessible for example our tracker which records the objectives from the EHCP on a spreadsheet and is tracked an monitored to make sure that the actions and targets are forefront of teachers minds when teaching those students which additional needs.

Improving outcomes: high aspirations and expectations for children and young people with SEN in our school

All children and young people are entitled to an education that enables them to make progress so that they can:

- achieve their best;
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Our school will identify and address the SEN of the pupils that we support. Our school must:

- use our best endeavours to make sure that a child with SEN gets the support they need – this means doing everything our school can to meet children and young people's SEN;
- ensure that children and young people with SEN engage in the activities of our school alongside pupils who do not have SEN;
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO
- inform parents when they are making special educational provision for a child;
- prepare a SEN information report and our arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others in our school, the facilities provided to enable access to our school for disabled children and our accessibility plan showing how we plan to improve access progressively over time.

Identification of Pupils with Special Educational Needs and Disabilities

The identification of SEN will be built into the overall approach to monitoring the progress and development of all pupils. The quality of teaching for pupils with SEN, and the progress made by pupils, will be a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, will identify any patterns in the identification of SEN, both within our school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching. All our pupils will have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers will set high expectations for every pupil, whatever their prior attainment. Teachers

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at Home Tree house School will use appropriate assessment to set targets which are deliberately ambitious. We will identify potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement. By planning in this way, our pupils with SEN and disabilities will be able to study the full national curriculum. Where a pupil is identified as having SEN, our school will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The identification of pupils with special educational needs and disabilities can be:

- on entry when specific needs are identified and recorded as part of the entrance/transition process;
- by staff recognition of a pupil whom they perceive as having difficulties or specific needs in their particular curriculum area;
- by staff referring a pupil who is experiencing emotional/behavioural problems;
- through discussion with external professionals such as. doctors, counsellors, therapists and also
- through concern expressed by parents (recorded on the parental meeting record form).

Our school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These assessments will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. The first response to such progress will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) our school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs. For some children, SEN can be easily identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people will be alert to emerging difficulties and respond early. In particular, parents know their children best we place great importance when parents express concerns about their child's development. Additionally, we will also listen to and address any concerns raised by children and young people themselves.

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Our school will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. Home Tree house School will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties, our school shall consider whether the child might have SEN. Whilst slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN, they may be an indicator of a range of learning difficulties or disabilities. Equally, our school will not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Our school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However, difficulties related solely to limitations in English as an additional language are not classed as SEN. When reviewing and managing special educational provision the broad areas of need and support our school will review how well-equipped we are to provide support across these areas. This gives an overview of the range of needs that will be planned for. The purpose of identification is to work out what action we will need to take, and crucially not to fit a pupil into a category. In practice we recognise individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need will ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Children and young people 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 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 of their lives. Children and young people 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. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Please see below our flow chart which covers our plan for interventions and assess, plan, do and review.

SEND intervention

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Assess, plan, do review flow chart.

Initial assessments carried out with student.
NGST
NGRT
BKSB

If the student has a lower SAS than 100.

Discussion with class teacher and Head teacher to discuss possible observation needs.

SENDCO to carry out observation in class on main area of need.

Discussion with Head and teacher regarding intervention needs.

Intervention put into place for initial 3-6 weeks led by SENDCO.

Report started with main area of need and plan for the initial intervention.

SENDCO to Assess, plan, do, review.

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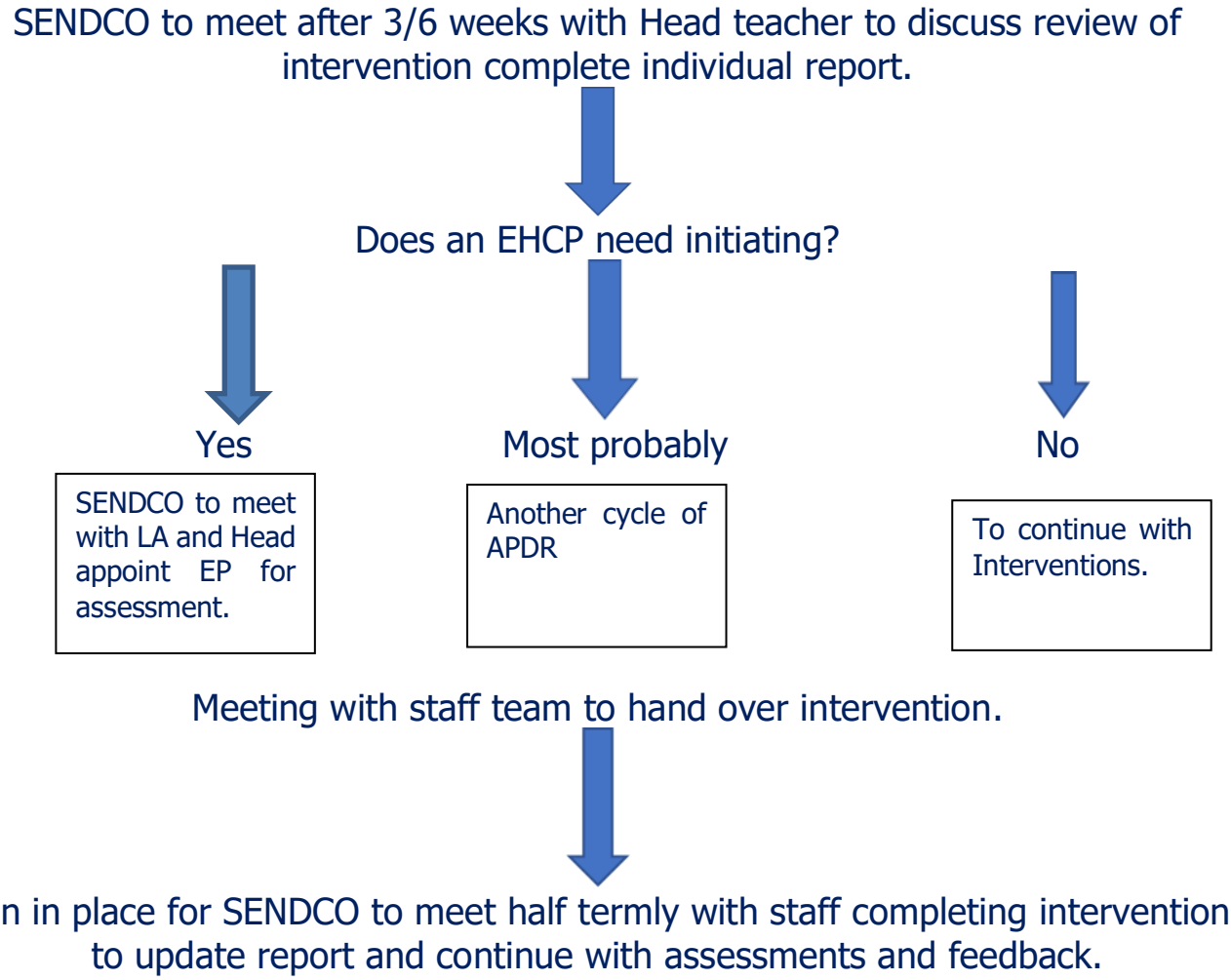

Assess

In identifying a child as needing provision which is 'additional to and different from' other learners in the same class, the class teacher, working with the school SENCO, will carry out a clear analysis of the pupil's needs. Before provision is planned for, expected individualised outcomes will be identified. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Our school will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how

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the pupil is developing. This assessment will be reviewed regularly. This will help ensure that our support and intervention are tailored to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

When our school has decided to provide a pupil with SEN support, we will then formally update our SEND register and notify parents, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on our school's information system. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Do

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The school SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. Within the graduated approach a programme of intervention and support will be implemented. If this does not enable the child to make satisfactory progress, the SENCO seeks advice from external agencies, which may include an educational psychologist report. Teachers are responsible for tracking each pupil's progress in Literacy and/or Numeracy throughout their time at our school.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months.

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Within the Assess, Plan, Do and Review cycle, our staff work seamlessly together towards enabling our pupils to reach the outcomes identified during the assessment phase of the process as their learning goals. We make key decisions about the use of the curriculum modifications and interventions are based on whether any chosen additional provision is the best way to move towards the identified outcome.

Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider to begin involving specialists, including those secured by our school itself or from outside agencies. Our school may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. We will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents will always be involved and consulted in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support. Where our assessments have indicated that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements will seek to ensure that there are sufficient services to meet the likely need in an area. The Local Offer will set out clearly what support is available from different services and how it may be accessed.

Provision mapping

Each term a provision map showing the provision of support currently available within the school is drawn up. Interventions are written up for any additional provision that takes place within the year group. These outline details of the provision that is currently taking place. Teachers monitor the pupil's progress and make note of any improvements that can be made or whether the provision should or is necessary to continue. Children have personal targets they are working towards. These are written and reviewed termly (or more regularly if required) in collaboration with the pupils and the parents. Parents should expect to be informed of the targets set for their child. Targets are discussed with the child who is encouraged to participate in decision making, at an appropriate level about future options. All staff who are regularly involved with your child in the school are to be aware of the child's targets. We aim for the targets set to be Targets to be S.M.A.R.T.E.R.

1. Specific
2. Measurable
3. Achievable
4. Relevant
5. Time bound
6. Evaluated and
7. Reviewed.

Parents/carers/LA's will be encouraged to contribute your own ideas about how your child's needs could be met and what helps the child to learn and will be expected to share with the school success when targets are met at home. Parent(s) should try to attend any meeting called by the school to review the targets with at least one review in the year could coinciding with a parents' evenings Generally, such targets focus on three or four key points and information on how these targets will be worked on and with whom. The targets are distributed to the teachers involved in the pupil's learning and parents of the pupil as soon as they are written and have been agreed by all parties. Care will be taken to avoid the four most common weaknesses in setting targets which are:-

- imprecise terminology (with frequent use of phrases such as 'improved reading', 'increased confidence', 'improved self-esteem`);
- failure to indicate which teachers and subjects would be involved;

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- lack of pupil involvement;
- failure to link them with other areas of assessment and recording procedures in the school.

Our experience is that the five most frequent strengths of specific focused targets are:
- based on sound knowledge of the pupil;
- taking account of pupil's strengths and interests;
- stating realistic time scales;
- linked to resources in school;
- involving parents at some stage (either in their setting and/or review).

Timetabling
The amount and type of support offered to a pupil is dependent on need. Our school believes that pupils will not be withdrawn from lessons unless it is necessary to do so. Our school believes that pupils with additional needs should spend as much time as possible in the classroom with the most effective teachers and that removal from class should be avoided wherever possible. We believe that all subjects are important to the pupil's development and that every pupil is entitled to a broad and balanced curriculum. Therefore, timetabled lessons should not be sacrificed for support unless entirely necessary. When a pupil needs to be withdrawn for learning support, every effort is made to ensure that a pupil does not miss core curriculum subjects. Their individual strengths are also taken into account in addition to the advice of staff members and parental requests. Some pupils are withdrawn from a second language in order to ensure extra support is given for English and Maths as appropriate. Some support lessons are also delivered at the same time as the timetabled subject following the same lesson objectives but in a smaller group with a smaller range of abilities.

Able Pupils
Occasionally a pupil will stand out from their peers as having exceptional abilities. If the need is considered very different from their peer group, the pupil has special needs. In most cases these special abilities can be nurtured within the classroom by differentiation of the curriculum.

Emotional and Behavioural Difficulties
Our school caters for pupils with mild emotional and behavioural difficulties primarily through effective pastoral care. The school also provides additional support through working closely with the clinical team.

Access to the Curriculum
All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

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Teachers use a range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success. We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We regularly give the pupils opportunity to work in small groups or in a one-to-one situation within the classroom.

Partnership with parents
Our school works closely with parents in the support of those pupils with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The Home-School Agreement is central to this. Parents/carers/SW's have much to contribute to our support for pupils with special educational needs. Teachers have meetings to share the progress of special needs pupils with their parents. We inform the parents of any intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs. Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and our school. We will meet parents at least three times each year. These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used.

Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs. These discussions will be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the school SENCO. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. Conducting these discussions effectively involves a considerable amount of skill. As with other aspects of good teaching for pupils with SEN, our school will ensure that teaching staff are supported to manage these conversations as part of professional development.

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings. The views of the pupil will be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. The school's management information system will be updated as appropriate.

Pupil participation
In our school we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages. Pupils are involved at an appropriate level in setting targets and their termly PEP review meetings. Pupils are encouraged to make judgements about their own

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performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

Monitoring and evaluation

The SENDCo or SEND team leader supports teachers, where necessary, in drawing up IEPs for pupils. The SEND team hold meetings to review the work of the school in this area. The Headteacher reviews this policy annually and considers any amendments in the light of the annual review findings.

Staffing and resources

A range of teaching resources are used to enhance learning and memory. These include ICT facilities. Teachers are supported by the Teaching Assistant (TA) and where needed the Learning Support Assistant (LSA).

Complaints

Parents/carers/SW's are encouraged to discuss any concerns with the pupil's class teacher, SENDCo, relevant SEND leader or the Headteacher.

Disability Discrimination Act

The whole raison d'être of our school is whenever possible to provide for pupils who have a disability - albeit a hidden one - and to enable them to realise their potential. We would always consider admitting any pupil - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. In the light of the Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have a physical disability. Please refer to our Accessibility Plan and also our Single Equalities Policy.

This Policy will be reviewed annually

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