

SEN Policy 2014-5

Special Educational Needs Policy 2014-15

The Special Needs Coordinator (SENCO) at University Academy Birkenhead is Ms Weekes. She can be contacted on 0151 652 1574 or offices@uabirkenhead.org. Ms Weekes is a qualified teacher with a PGCE in Geography and SEN and she has attained the National SENCO Award and the National Professional Qualification for Headship (NPQH). Although she is not a member of the Senior Leadership Team (SLT), Ms Weekes works closely with the Vice-Principal, Mrs Johnson, to determine the strategic priorities for Special Educational Needs (SEN).

The academy believes that every teacher is a teacher of SEN. All students with SEN will have their needs met through a broad, balanced and accessible academic and social curriculum. Students with SEN are fully included in all aspects of academy life and are represented on the Academy Council.

The policy was developed by Ms Weekes following consultation with staff, students and a representative from the Parents' Forum.

Compliance

This policy complies with the SEN Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- SEN Code of Practice 0-25 (2014)
- Equality Act 2010: Advice for Schools DfE Feb 2013
- School SEN Information Report Regulations (2014)
- Teacher's Standards 2012
- Statutory Guidance on Supporting pupils with Medical Conditions 2014
- UAB Safeguarding Policy
- UAB Accessibility Plan

Section 2 – An Overview

Aims and Objectives of SEN Provision at University Academy Birkenhead

- To create an ethos and educational environment that is person-centred and focusses on the views and needs of the students and their families
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood
- To reflect the Code of Practice (2014) in emphasising that teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. (p86). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities

- To fully adopt the graduated approach to ensure that all students with SEN and/or disabilities are identified early, assessed and catered for within the academy with high expectations for the best possible progress
- To work within a 'person-centred approach' fostering and promoting effective collaboration with children/young people, families and outside agencies
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision
- To clearly identify the roles and responsibilities of academy staff and the SEN Governor in providing an appropriate education for students with special educational needs and/or disabilities
- To be proactive in enabling full access for students with SEN to all manageable aspects of the school curriculum and the wider academy life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood
- To provide a Special Educational Needs Co-ordinator who will lead SEN provision within the academy and provide support, advice and training for staff.

Section 3 – Identifying Special Educational Needs

The academy recognises the definition of SEN as stated in the SEN Code of Practice 2014 (p83):

'A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age'.

The four broad areas of need and support identified within the SEN Code of Practice 2014 (p86) are '**Communication and Interaction**', '**Cognition and Learning**', '**Social, Mental and Emotional Health**' and '**Sensory and/or Physical Needs**' and the academy works within these definitions. These areas exemplify the range of need for which the academy is able to identify and provide support within the academy's provision.

The identification of SEN is built into the whole school approach to monitoring the progress and development of all students. Low attainment and relatively slow progress are not indicators of SEN. The academy recognises that whole school planning should focus on two categories of students – a target group of those who are underachieving and less-experienced learners and those who have SEN. In addition, the academy identifies other areas of vulnerability which may impact on progress and attainment, for example, disability, attendance, Free School Meals (FSM), English as an Additional Language (EAL) and Looked After Children (LAC).

The SEN Code of Practice 2014 (p83) states that the benefits of the early identification of SEN are widely recognised and, when combined with effective

provision, lead to improved outcomes for young people. The academy uses a variety of whole school screening on entry to accurately assess students' skills and attainments. More detailed information on the range of academy assessments and criteria for SEN is available in our provision maps for each area of SEN.

The purpose of identification is to inform the action that the academy needs to take, rather than to categorise the student. The academy considers the need of the whole child and may focus assessments on areas other than academic attainment, for example, social needs or behavioural issues. For some young people, SEN difficulties may only become evident as they develop and the academy aims to be alert to emerging difficulties. Academy staff will always listen and respond when parents express their concerns around their child's development or learning needs. Likewise, concerns expressed by students themselves are noted and acted upon.

The SEN Code of Practice 2014 (p 85) states that 'persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEN'. The academy staged behaviour systems and processes are fully integrated into SEN provision and concerns will be referred to the SENCO by pastoral staff. This may result in additional assessments to determine any causal factors, such as undiagnosed learning difficulties or mental health needs. The academy has developed a 'Social, Mental and Emotional Health Profile' to focus on the student's risk and protective factors and inform referrals to other agencies. In the case of family or environmental circumstances which may be contributing to the presenting behaviours a Gateway referral is made to access additional services. A Common Assessment Form (CAF) may be completed to initiate support at Team around the Family (TAF).

Section 4 – A Graduated Approach to SEN Support

The rationale for SEN provision at the academy follows the principles outlined in the SEN Code of Practice 2014 (p88) which states that, **'High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching'**.

SEN provision is structured around the 'assess, plan, do, review' model suggested in the SEN Code of Practice (p89-90) and this process is fully integrated into the whole school teaching and learning policy. All faculties follow highly structured Learning Programmes which focus explicitly on the required skills, knowledge and understanding that students need to acquire in order to make progress.

The half-termly APP and summative assessments are analysed and diagnostic feedback is provided in books which generates a dialogue with the student through their written response. This process is underpinned by the SEN Code of Practice 2014 (p88) which states that, **'schools should regularly and carefully review the quality of teaching for all students, including those at risk of**

underachievement' and that, **'information on student progress should include high quality and accurate formative assessment'**. Each half-term the CCG data is analysed by Heads of Faculty and the Assistant Principals and classroom interventions and responses are identified. The SENCO works closely with the Head of English and the Head of Maths to analyse progress data.

A planning flowchart summarises the process of increasing differentiation and personalisation that subject teachers utilise in their planning. All staff have been trained by the SENCO to make use of the 'classroom access strategies' document as a reference and planning tool to enable inclusive teaching approaches with a range of SEN. This approach is suggested by the SEN Code of Practice 2014 (p88) which recommends that teachers have an understanding of strategies to support vulnerable students and high-incidence SEN. Teachers are encouraged to have person-centred conversations with students to agree on the barriers to learning and support strategies and ensure that students participate in decision making.

The curriculum is modified to meet student needs and ensure that student needs are catered for within classrooms. The English curriculum emphasises the development of literacy skills and interventions are embedded into classroom teaching. At Key Stage 3, all students participate in the Accelerated Reading Programme as a weekly session. This is supported by guided groups led by the teacher or a Teaching Assistant. This approach is designed to minimise excessive withdrawal and wave 3 interventions as reading and writing skills are part of the wave one curriculum. As stated in the SEN Code of Practice 2014 (p14), 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'.

Teaching Assistant support in the academy is directed towards those students who have a statement or Education Health and Care Plan (EHC Plan). The deployment of Teaching Assistants is focussed on the SEN groups in each year where smaller teaching groups allow more targeted differentiation and a slower pace of learning. Teaching Assistants work in a keyworker role and work closely with the relevant pastoral teams. They will also attend multi-agency meetings, LAC reviews and annual reviews. The principles of Teaching Assistant support are outlined in the document 'Effective Deployment of Teaching Assistants' and include a focus on student progress and developing independent learners.

Specialist subject Teaching Assistants are attached to the English and Maths faculties to ensure that they have a good knowledge of the curriculum and the faculty priorities. All staff have had training on the effective use of Teaching Assistants in lessons to promote progress and joint planning is encouraged. Teaching Assistants refer to the Learning Programmes to inform their support.

Children with a statement or EHC Plan are supported by a Person-Centred Plan (PCPs) which summarises their aspirations, an overview of their needs, what is important to them and the specialist advice generated through the assessment. The

academy does not use Individual Educational Plans (IEPs) or additional SEN targets – all outcomes are focussed on the aspirational curriculum targets. Progress towards these targets is reviewed on a half termly basis alongside attendance and behaviour data. The academy is currently in the process of converting IEPs into PCPs.

Managing Students on the SEN Register

Each half-term the Current Cumulative Grade (CCG) data is analysed by Heads of Faculty and the Assistant Principals and classroom interventions and responses are identified. The SENCO works closely with the Head of English and the Head of Maths to analyse progress data and plan responses or alternative teaching strategies. This information is shared with the Teaching Assistant team so that they can focus their support on students who are not making progress.

Assessment data is shared with parents on a half-termly basis so that they know the progress that their child is making and their expected outcomes. All assessments generate written teacher feedback which students are expected to respond to so that they know the 'next steps' in their learning. In addition, time is built into the Learning Programmes for review and reflection at the end of each half term. The tracking data is used to inform all discussions with parents. In addition, annual parents' evenings allow subject teachers and parents to have detailed discussions on student progress.

The initial response to any concerns around progress would be classroom based and involve modified teaching strategies developed in dialogue with the student. If a child does not respond to a wave one intervention then the subject staff would deploy wave two faculty interventions in the first instance, for example, access to extra classes after school. There may also be a consultation with the SENCO. If concerns persist or worsen then the SENCO would consider referring to external agencies after consulting with parents.

For students with higher levels of need, or those who are not making progress with school resources and interventions, the SENCO will consider referrals to external agencies for specialist assessments. This is agreed in partnership with parents and they are part of the decision-making. Referrals may be made to the Speech and Language service, Child and Adolescent Mental Health Services (CAMHs), Community Paediatricians, Occupational Therapy, Sensory Service, Educational Psychologist (EP), Autistic Spectrum Condition Specialist Team or the Special Educational Needs Advisory Team (SENATT). The outcomes of any specialist assessments are incorporated into the school support for the student and are shared with staff. Some children with complex difficulties are supported through regular multi-agency meetings which focus on issues around SEN.

In addition, some students with SEN may be supported by Social Care or Looked After. In these cases, the Safeguarding Officer attends multi-agency reviews and planning meetings and information is shared with the SENCO so that all barriers to a

student's learning can be considered. The SENCO or a Teaching Assistant keyworker will attend multi-agency meetings with Social Care if there are particular concerns. The Safeguarding Officer is line-managed by the SENCO to ensure that the approach to SEN and other vulnerabilities is cohesive and integrated into school systems.

Section 5 – Criteria for Exiting the SEN Register

Students may exit the formal SEN Register if they are consistently achieving good outcomes for academic progress, literacy skills, attendance and behaviour. This is identified by the SENCO during the half-termly data tracking. Students may be exited into the 'vulnerable learners' category which is circulated to staff alongside the SEN register. The needs of this cohort are known to teaching staff but they make good progress with wave 1 provision.

Section 6 – Supporting Students and Families

The Wirral Local Offer is available at www.wirrallocaloffer.org. This website provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care as well as information about other, local, support services. It intends to enable parents to have more choice and input into the support that their child receives.

Relevant SEN documentation is available on the academy website www.uabirkenhead.org in the 'parents' section under the 'SEN School Offer' tab. This includes an overview of the waves model of provision or graduated response, detailed information on each area of SEN in the 'assess, plan, do, review' format and information on the deployment of Teaching Assistant support in lessons. The 'access strategies' planning document is also available in this section. It is used by teaching staff to differentiate their teaching approaches for a range of SEN.

For transition between KS2-3, students with SEN are identified through the whole school induction process which starts in the summer term. Any student who may be vulnerable around transition is then offered an enhanced transition which may involve additional visits to the school and individual meetings with key staff. The SEN team attend transition meetings and meet with the primary SENCOs to exchange information. The Year 7 Teaching Assistant has a key role in transition and will establish contact with students and parents to develop the keyworker role.

Students with particularly complex needs are offered a 'SENCO-led' transition which may involve classroom observations, Person-Centred Planning and attendance at multi-agency meetings. Summer school places are also routinely offered to allow students to familiarise themselves with the school site and key staff. The academy is currently investigating buying-in additional EP time to support a targeted transition project. The admissions policy is available on the academy website. The academy

has a Resourced Provision for students with statements or EHC Plans where the primary need is 'Specific Difficulties' and these students are directed to the academy by consultation between the SENCO and the Local Authority. The Resourced Provision is fully integrated into all academy systems.

Year 11 students are supported with their post-16 planning and transition to further education, apprenticeships or training providers. Connexions Advisors offer enhance information and guidance to students with SEN and support is available at lunchtimes and form times to complete application forms. Visits to post-16 placements to meet key staff are available and key information is shared with SEN teams. TAs will arrange and support individual visits to build confidence and allow students to make informed choices. Parents are involved through the annual review process. Students who have support from Social Care as they are Looked After or at Child Protection are directed to the Pathway team through multi-agency meetings with Social Care.

Access arrangements for external exams are provided for those students on the SEN Register who meet the criteria. The academy buys in specialist support from the Orrets Meadow Outreach Service to enable the relevant documentation and assessments to be completed. This process is co-ordinated by Miss Dixon, Teaching Assistant.

The academy has integrated the safeguarding, pastoral and SEN teams to ensure that all aspects of a child's needs are supported. Daily pastoral care is provided by the form tutor who ensures that all students are 'ready to learn'. The Assistant Heads of Year are non-teaching staff and their role involves daily classroom visits and availability at break and lunchtimes. In Year 7, there are two Assistant Heads of Year in order to provide additional support around transition for students and their families. The Heads of Year manage the pastoral team and discuss any emerging concerns on a weekly basis. The Safeguarding Officer role provides additional in-school support for children with social vulnerabilities and will also sign-post families to outside agencies that may address family or environmental issues. The academy has an 'in-house' Educational Social Worker (ESW) who supports students and their families with attendance issues. The academy has access to a School Nurse, a Youth Worker through the Health Services in School programme and a qualified counsellor from Brook.

The academy runs an enrichment programme during lunchtimes and after school. Students with SEN will often be supported to access these activities as a targeted strategy to develop their social and personal skills, self-esteem or enjoyment of school life. Students with SEN attend clubs alongside their peers and are included in all aspects of academy life. The academy also provides weekly 'Family Night' sessions where students and their families can access clubs and activities together.

Section 7 – Supporting Students at School with Medical Conditions

The academy recognises that students with medical conditions should be properly supported so that they have full access to education, including academy trips and Physical Education. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010. Students with medical conditions may also have SEN and may have a statement, or Education, Health and Social Care Plan which brings together health and social care needs, as well as their special educational provision. EHC Plans are managed in line with the SEN Code of Practice (2014).

Ms Rosenthal is the identified Healthcare Co-Ordinator within the academy. Her role involves generating Healthcare Plans for individual students with input from health professionals and families, sharing information with staff, providing specialist training on particular health needs and determining academy policies. She is part of the SEN team and works closely with Ms Weekes. Ms Rosenthal recently attending training on the updated DfE guidance on ‘Supporting Students at School with Medical Conditions’ and is currently updating academy processes. A link to the updated policy will follow shortly.

The academy follows the DfE guidance on administering medication in school and this is managed by Miss Dixon, Teaching Assistant. Parents are advised of the requirements for a signed consent form detailing the medication to be administered, timings, dosages and possible side-effects.

Section 8 – Monitoring and Evaluation of SEND

The monitoring and evaluation the quality of provision for students with SEN is integrated into whole-school quality assurance processes. The academic progress of students with SEN is analysed at half-termly review meetings between Heads of Faculty and the Senior Leadership Team to ensure that the curriculum meets the needs of all students. Similar meetings involving Heads of Year focus on the attendance and behaviour and are attended by the SENCO. The quality of teaching for students with SEN, and the effective deployment of Teaching Assistants, is a focus of lesson observations. These processes ensure a continual review and focus on outcomes for all students, including those with SEN.

Student views are explored through regular ‘SEN Focus Groups’ led by the SENCO and the Teaching Assistant team to discuss provision and ensure that academy policy is co-produced.

Section 9 – Training and Resources

The delegated SEN budget is used primarily to fund enhanced staffing within the SEN team. The academy has a team of 9.6 full time equivalent Teaching Assistants who are line-managed by the SENCO. Funding is also allocated to buying in specialist services where necessary.

Over the last two years, the academy has provided whole school training on the effective use of Teaching Assistants, planning for students with Attention Deficit Hyperactivity Disorder (ADHD) and Autistic Spectrum Conditions (ASC), differentiation approaches, restorative justice and de-escalation strategies and the new SEN Code of Practice 2014. The English and Maths faculties have also done additional training on differentiation with the Achievement for All (AfA) School Coach. The Teaching Assistant team has accessed training in promoting independent learners and the principles of Early Support.

The training plan for this academic year is being developed around high quality teaching and learning for all students. The SEN and pastoral teams are working with CAMHs on a bespoke training package around the impact of neglect, trauma and attachment difficulties on children and their development. The academy is also working in partnership with Kilgarth and Claremount Special Schools to develop training packages.

Training on SEN issues is linked in with whole-school priorities and the Academy Improvement Plan. In addition, training would be planned if a student has a low incidence need and staff need specialist support. SEN training is included in the induction process for new teachers and support staff so that they are aware of academy policy and approaches.

The SENCO is currently training each faculty on the new SEN Code of Practice (2014) from a subject teacher viewpoint and academy processes which help to plan inclusive lessons.

The SENCO works closely with the Achievement for All Programme and the School Coach, Martin Howlett. This involvement provides local and national links and the academy has presented its provision to AfA regional and national conferences as a model of good practice. The SENCO attends regular UCAT SENCO Network meetings.

Section 10 – Roles and Responsibilities

The SEN Governor is Ms Russell, Assistant Principal at Birkenhead Sixth Form College. Her role is to support Ms Weekes in determining the strategic development of SEN at UAB and ensuring that the Governing Body is informed and up-to-date on SEN provision within the academy.

The team of Teaching Assistants is line-managed and deployed by the SENCO.

The Designated Person for child protection and safeguarding in the academy is Mr Mee, Assistant Principal. Ms Weekes is also trained as a Designated Person.

The Pupil Premium budget is managed by Mrs Johnson, Vice-Principal. The Pupil Premium Report can be found on the academy website.

Ms Rosenthal is the Healthcare Co-ordinator in the academy and this aspect of her work is line-managed by Ms Weekes.

Section 11 – Storing and Managing Information

Information and all documentation on students with SEN is stored in filing cabinets in a locked SEN office. Academy policies on the data protection and confidentiality are complied with.

Section 12 – Reviewing the Policy

The SEN Policy will be reviewed annually by the Governing Body.

Section 13 – Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools to increase over time the accessibility of schools for students with disabilities and to implement their plans. The academy access plan is currently under review by the Governing Body but the Disability Policy is available on the website.

Section 14 – Dealing with Complaints

The academy has a complaints policy which is available on the academy website. An updated link will follow shortly. Initial complaints to the academy would generally be resolved by Ms Weekes, SENCO and a meeting offered to parents. The Local Authority also provides an independent resolution service, Wirral SEND Partnership. This an impartial, independent and confidential service which gives free information, advice and support about matters related to SEND for parents and carers of children aged 0-25. The service gives practical, factual and impartial support to enable parents and carers to participate fully in decisions around education, health and social care. Their website is www.wired.me.uk. The academy works closely in partnership with Wirral SEND Partnership and ensures that they are regularly briefed on our SEN provision.

Section 15 – Bullying

The academy recognises that SEN and/or disability may make a student vulnerable to bullying and discrimination. The academy actively promotes tolerance and understanding through direct work on spiritual, moral, social and cultural provision in form-times and assemblies.

Section 16 – Appendices

Provision maps for the four areas of SEN are attached. Other key documentation is available in the ‘SEN School Offer’ section on the academy website.

Ms Weekes

SENCO

September 2014

SEN Provision Map – Communication and Interaction (CI)

Universal Provision – Wave 1: Vulnerable Learners			
Assess	Plan	Do	Review
<p>Medical diagnosis of SLCN, ASD, dyspraxia which requires differentiated teaching strategies.</p> <p>Presenting behaviours which indicate possible communication and interaction difficulties and the need for further assessment.</p> <p>Consultation with School Nurse and parents to complete 'Social and Communication Observation Profile' for referral to Community Paediatricians for diagnostic assessment for ASD.</p> <p>Consultation with School Nurse and parents to complete 'Movement Assessment Battery for Children' for referral to Community Paediatricians for diagnostic assessment for dyspraxia.</p> <p>Consultation with parents/Director of Literacy to complete referral to Speech and Language Therapy (SALT) for additional diagnostic assessments.</p> <p>This category includes those students identified with SEN who are making good progress and achieving expected attainment, key skills, attendance and behaviour outcomes with wave 1 provision. Their needs are identified for staff to allow for differentiated planning and use of appropriate access strategies within the curriculum. Their progress is monitored by SENCO through half-termly tracking.</p>	<p>Analysis of prior attainment data within subjects to allocate teaching groups to allow targeted teaching and suitable class sizes.</p> <p>Learning Programmes differentiated by subject teachers according to student need and data analysis.</p> <p>Joint planning and consultation with the Teaching Assistant (where appropriate).</p> <p>Joint planning with HoF and other subject teachers where appropriate.</p>	<p>Quality First Teaching delivered through Learning Programmes and a clear focus on developing knowledge, skills and understanding.</p> <p>Inclusive teaching which caters for a range of learning styles through differentiated planning and an informed use of whole-school data.</p> <p>Individual learning targets which are linked to prior attainment and national expectations of good progress.</p> <p>Regular assessment opportunities including APP and summative approaches to track progress through the CCG and identify skills gaps.</p> <p>Regular developmental written feedback to students which identifies 'next steps' for improvement.</p> <p>Regular homework opportunities which extend and consolidate classroom learning.</p> <p>Curriculum focus on developing oracy skills, language development and a wide vocabulary.</p> <p>Opportunities for collaborative working and peer interaction planned in lessons with teacher modelling and explicit teaching of social skills.</p> <p>Use of visual aids and teacher modelling to ensure understanding and reinforce verbal instructions.</p> <p>Teaching groups based on ability and attainment to allow targeted teaching and curriculum pathways.</p>	<p>Half-termly faculty monitoring of progress data and APP/CCG to inform subject teacher interventions.</p> <p>Faculty moderation of assessment tasks to allow comparisons of progress and the impact of teaching approaches.</p> <p>Dialogue through verbal and written feedback with students, mediated by TAs where appropriate.</p> <p>Structured conversations with parents where appropriate.</p> <p>Referral to SENCO if progress is significantly slower than peers or is not 'closing the gap'.</p>
Targeted Provision and additional school resources - Wave 2: SEN Support			
Assess	Plan	Do	Review
<p>Diagnostic ASD profiles and specialist reports from CAMHs, EP, Community Paediatricians, ASD Specialist Team, Claremount ASC Outreach Team used to identify barriers to learning and ensure adequate progress.</p> <p>Diagnostic reports and advice on dyspraxia from Community Paediatricians used to identify needs and inform planning.</p> <p>SALT assessments and communication profiles diagnostic assessments.</p>	<p>Access strategies to inform teacher planning and SEN provision.</p> <p>Teacher dialogue with students to ensure that they are involved in the planning process.</p> <p>Joint planning and consultation with the Teaching Assistant (where appropriate).</p> <p>Joint planning with SENCO/Director of Literacy where appropriate.</p> <p>Joint planning with HoF to adapt Learning Programmes if a modified curriculum model is appropriate.</p>	<p>Reference to SEN Access Strategies to allow more highly differentiated planning and inclusive teaching.</p> <p>Access to additional and modified teaching resources and ICT programmes to accelerate progress.</p> <p>Access to assistive devices which aid access to the curriculum, e.g. sloping boards, pencil grips.</p> <p>Targeted English teaching which focusses on phonics, word attack, skills, decoding and fluency through small-group work and guided interventions, e.g. shared and modelled reading strategies. Language skills integrated into literacy approaches.</p> <p>Deployment of in-class TA support to allow targeted</p>	<p>Half-termly faculty monitoring of progress data and APP/CCG to inform subject teacher interventions.</p> <p>Half-termly SENCO monitoring of progress data and CCG in English and Maths and joint planning with HoFs to plan interventions and additional resources.</p> <p>Student and parent structured conversations with SENCO on progress and input into support plan.</p> <p>Review of progress with TA following each assessment point in order to modify in-class support.</p> <p>Multi-agency reviews with outside agencies, e.g. LAC reviews, core groups, CIN and TAF meetings.</p>

	<p>Implementation of Person-Centred Plans for students with complex needs and multiple vulnerabilities. Plans to incorporate specialist advice, e.g. SALT, EP, Community Paediatricians. SENCO/HoY/Safeguarding Officer participates in multi-agency planning with Health, Social Care and outside agencies to remove barriers to participation in school. School-based Additional Support Plan (ASP) agreed with costed provision. SENCO to explore Local Offer with parents to identify appropriate services that can meet needs.</p>	<p>intervention. Withdrawal for small-group work which is time-limited and minimises time out of lessons. Interventions build on and feedback into lessons and English teaching approaches, e.g. promoting resilience around language skills. Provision of extra time and access arrangements (reader/scribe) to complete assessment tasks. Access to ICT/SEN lap-tops to record extended pieces of writing. Consideration of Foundation pathway at KS4 to focus on vocational learning and functional skills. Enhanced SENCO-led transition for Year 7 students and inclusion in EP project. SENCO to act in keyworker role to refer to outside agencies. Consideration of personalised strategies and respite to manage anxiety within the school environment, e.g. provision of a designated quiet room. Targeted enrichment to develop self-esteem and friendships.</p>	<p>ASP review – consider eligibility to request an assessment.</p>
Personalised Provision and additional school resources – Wave 3: EHC Plan/Statemented			
Assess	Plan	Do	Review
<p>Students who have undergone a statutory assessment and have a statement of SEN/EHC Plan for ‘Communication and Interaction’. Statutory assessment initiated in the event of the failure of SEN Support strategies to effect ‘adequate progress’ which might then indicate a need for a change of provision.</p>	<p>EHC Plan/statement used to generate a Person-Centred Plan with the student and parents. Plans to incorporate specialist advice, e.g. SALT, EP, Community Paediatricians Teacher dialogue with students to ensure that they are involved in the planning process. Joint planning and consultation with the Teaching Assistant in a keyworker role. Joint planning with SENCO/Director of Literacy where appropriate. Joint planning with HoF to adapt Learning Programmes if a modified curriculum model is appropriate. SENCO/HoY/Safeguarding Officer participates in multi-agency planning with Health, Social Care and outside agencies to remove barriers to participation in school.</p>	<p>Deployment of TA support in a key worker role to work closely with parents and attend multi-agency meetings. Withdrawal for small-group work which is time-limited and minimises time out of lessons. Consideration of personalised timetable if designated TA. Interventions build on and feedback into lessons and English teaching approaches, e.g. promoting resilience around reading and comprehension. Provision of extra time and access arrangements (reader/scribe) to complete assessment tasks. Access to ICT/SEN lap-tops to record extended pieces of writing. Specialist programmes delivered by TAs based on advice from outside agencies. Specialist programmes delivered through Orrets Meadow Outreach programme, including precision teaching and language programmes. Consideration of Foundation pathway at KS4 to focus on vocational learning and functional skills. Enhanced SENCO-led transition for Year 7 students and inclusion in EP project.</p>	<p>Half-termly faculty monitoring of progress data and APP/CCG to inform subject teacher interventions. Half-termly SENCO monitoring of progress data and CCG in English and Maths and joint planning with HoFs to plan interventions and additional resources. Student and parent structured conversations with SENCO on progress and input into support plan. Review of progress with TA following each assessment point in order to modify in-class support. Annual person-centred review with a particular focus on transition points and aspirations. Multi-agency reviews with outside agencies, e.g. LAC reviews, core groups, CIN and TAF meetings.</p>

SEN Provision Map – Cognition and Learning (CL)

Universal Provision – Wave 1: Vulnerable Learners

Assess	Plan	Do	Review
<p>Analysis of CATs scores indicates Moderate Learning Difficulties (mean <70), borderline MLD (mean <75 low average) or Specific Learning Difficulties (15 points discrepancy/1 standard deviation between verbal and non-verbal CATs score).</p> <p>Use of dyslexia screener indicates mild difficulties and characteristics of spld.</p> <p>Literacy skills impede access to the curriculum (RA/SA below 9.6 or 3 years+ below chronological age) in NFER/GL testing.</p> <p>This category includes those students identified with SEN who are making good progress and achieving expected attainment, key skills, attendance and behaviour outcomes with wave 1 provision. Their needs are identified for staff to allow for differentiated planning and use of appropriate access strategies within the curriculum. Their progress is monitored by SENCO through half-termly tracking.</p>	<p>Analysis of prior attainment data within subjects to allocate teaching groups to allow targeted teaching and suitable class sizes.</p> <p>Learning Programmes differentiated by subject teachers according to student need and data analysis.</p> <p>Joint planning and consultation with the Teaching Assistant (where appropriate).</p> <p>Joint planning with HoF and other subject teachers where appropriate.</p>	<p>Quality First Teaching delivered through Learning Programmes and a clear focus on developing knowledge, skills and understanding.</p> <p>Inclusive teaching which caters for a range of learning styles through differentiated planning and an informed use of whole-school data.</p> <p>Individual learning targets which are linked to prior attainment and national expectations of good progress.</p> <p>Regular assessment opportunities including APP and summative approaches to track progress through the CCG and identify skills gaps.</p> <p>Regular developmental written feedback to students which identifies 'next steps' for improvement.</p> <p>Regular homework opportunities which extend and consolidate classroom learning.</p> <p>Curriculum focus on developing functional literacy and numeracy skills to minimise underachievement.</p> <p>'Literacy across the Curriculum' integrated into Learning Programmes to develop reading and writing skills.</p> <p>Accelerated Reader intervention delivered through the English curriculum.</p> <p>Teaching groups based on ability and attainment to allow targeted teaching and curriculum pathways.</p>	<p>Half-termly faculty monitoring of progress data and APP/CCG to inform subject teacher interventions.</p> <p>Faculty moderation of assessment tasks to allow comparisons of rates of progress and the impact of teaching approaches.</p> <p>Dialogue through verbal and written feedback with students, mediated by TAs where appropriate.</p> <p>Structured conversations with parents where appropriate.</p> <p>Referral to SENCO if progress is significantly slower than peers or is not 'closing the gap'.</p>

Targeted Provision and additional school resources - Wave 2: SEN Support

Assess	Plan	Do	Review
<p>Literacy skills significantly impede access to the curriculum (Reading Age below 9.6 or 3 years+ below chronological age) - specialist teaching and increased literacy interventions needed to 'narrow the gap'.</p> <p>Failure to make progress with literacy difficulties and achieve age-appropriate skills despite targeted support.</p> <p>CCG/APP monitoring of progress indicates that progress is slow or below expectations - personalised support and timetable necessary to maintain academic progress.</p> <p>Additional diagnostic assessments to identify skills gaps and profile learning needs.</p>	<p>Access strategies to inform teacher planning and SEN provision.</p> <p>Teacher dialogue with students to ensure that they are involved in the planning process.</p> <p>Joint planning and consultation with the Teaching Assistant (where appropriate).</p> <p>Joint planning with SENCO/Director of Literacy where appropriate.</p> <p>Joint planning with HoF to adapt Learning Programmes if a modified curriculum model is appropriate.</p> <p>Implementation of Person-Centred Plans for students with complex needs and</p>	<p>Reference to SEN Access Strategies to allow more highly differentiated planning and inclusive teaching.</p> <p>Access to additional and modified teaching resources and ICT programmes to accelerate progress.</p> <p>Targeted English teaching which focusses on phonics, word attack, skills, decoding and fluency through small-group work and guided interventions, e.g. shared and modelled reading strategies.</p> <p>Deployment of in-class TA support to allow targeted intervention.</p> <p>Withdrawal for small-group work which is time-limited and minimises time out of lessons.</p> <p>Interventions build on and feedback into lessons and English teaching approaches, e.g. promoting resilience around</p>	<p>Half-termly faculty monitoring of progress data and APP/CCG to inform subject teacher interventions.</p> <p>Half-termly SENCO monitoring of progress data and CCG in English and Maths and joint planning with HoFs to plan interventions and additional resources.</p> <p>Student and parent structured conversations with SENCO on progress and input into support plan.</p> <p>Review of progress with TA following each assessment point in order to modify in-class support.</p> <p>Multi-agency reviews with outside agencies, e.g. LAC reviews, core groups, CIN and TAF meetings.</p> <p>ASP review – consider eligibility to request an assessment.</p>

	<p>multiple vulnerabilities. Plans to incorporate specialist advice, e.g. CAMHs, EP, Community Paediatricians. SENCO/HoY/Safeguarding Officer participates in multi-agency planning with Health, Social Care and outside agencies to remove barriers to participation in school. School-based Additional Support Plan (ASP) agreed with costed provision. SENCO to explore Local Offer with parents to identify appropriate services that can meet needs.</p>	<p>reading and comprehension. Provision of extra time and access arrangements (reader/scribe) to complete assessment tasks. Access to ICT/SEN lap-tops to record extended pieces of writing. Consideration of Foundation pathway at KS4 to focus on vocational learning and functional skills. Enhanced SENCO-led transition for Year 7 students and inclusion in EP project. SENCO to act in keyworker role to refer to outside agencies.</p>	
Personalised Provision and additional school resources – Wave 3: EHC Plan/Statemented			
Assess	Plan	Do	Review
<p>Students who have undergone a statutory assessment and have a statement of SEN/EHC Plan for ‘Cognition and Learning’. Statutory assessment initiated in the event of the failure of SEN Support strategies to effect ‘adequate progress’ which might then indicate a need for a change of provision.</p>	<p>EHC Plan/statement used to generate a Person-Centred Plan with the student and parents. Plans to incorporate specialist advice, e.g. CAMHs, EP, Community Paediatricians Teacher dialogue with students to ensure that they are involved in the planning process. Joint planning and consultation with the Teaching Assistant in a keyworker role. Joint planning with SENCO/Director of Literacy where appropriate. Joint planning with HoF to adapt Learning Programmes if a modified curriculum model is appropriate. SENCO/HoY/Safeguarding Officer participates in multi-agency planning with Health, Social Care and outside agencies to remove barriers to participation in school.</p>	<p>Deployment of TA support in a key worker role to work closely with parents and attend multi-agency meetings. Withdrawal for small-group work which is time-limited and minimises time out of lessons. Interventions build on and feedback into lessons and English teaching approaches, e.g. promoting resilience around reading and comprehension. Provision of extra time and access arrangements (reader/scribe) to complete assessment tasks. Access to ICT/SEN lap-tops to record extended pieces of writing. Specialist programmes delivered by TAs based on advice from outside agencies. Specialist programmes delivered through Orrets Meadow Outreach programme, including precision teaching and multi-sensory approaches. Consideration of Foundation pathway at KS4 to focus on vocational learning and functional skills. Enhanced SENCO-led transition for Year 7 students and inclusion in EP project.</p>	<p>Half-termly faculty monitoring of progress data and APP/CCG to inform subject teacher interventions. Half-termly SENCO monitoring of progress data and CCG in English and Maths and joint planning with HoFs to plan interventions and additional resources. Student and parent structured conversations with SENCO on progress and input into support plan. Review of progress with TA following each assessment point in order to modify in-class support. Annual person-centred review with a particular focus on transition points and aspirations. Multi-agency reviews with outside agencies, e.g. LAC reviews, core groups, CIN and TAF meetings.</p>

During KS2 -3 transition, students are identified as SEN Support by the feeder primary schools. A ‘transition cohort’ is identified as an interim measure until whole-school assessment and screening is completed by October. Placement on the academy SEN register then follows the identified criteria.

Lyndsey Weekes, SENCO September 2014

SEN Provision Map – Sensory Needs and Physical Disability (PD)

Universal Provision – Wave 1: Vulnerable Learners			
Assess	Plan	Do	Review
<p>Medical diagnosis of VI, HI, Cerebral Palsy, mild mobility issues; other physical/sensory difficulty which impacts on academic progress.</p> <p>This category includes those students identified with SEN who are making good progress and achieving expected attainment, key skills, attendance and behaviour outcomes with wave 1 provision. Their needs are identified for staff to allow for differentiated planning and use of appropriate access strategies within the curriculum. Their progress is monitored by SENCO through half-termly tracking.</p>	<p>Analysis of prior attainment data within subjects to allocate teaching groups to allow targeted teaching and suitable class sizes.</p> <p>Learning Programmes differentiated by subject teachers according to student need and data analysis.</p> <p>Joint planning and consultation with the Teaching Assistant (where appropriate).</p> <p>Joint planning with HoF and other subject teachers where appropriate.</p> <p>School Accessibility Plan in place.</p> <p>Individual Health Care Plan (IHCP) completed by Healthcare Co-Ordinator with input from the student and parents.</p>	<p>Quality First Teaching delivered through Learning Programmes and a clear focus on developing knowledge, skills and understanding.</p> <p>Inclusive teaching which caters for a range of learning styles through differentiated planning, flexible teaching arrangements and an informed use of whole-school data.</p> <p>Individual learning targets which are linked to prior attainment and national expectations of good progress.</p> <p>Teacher planning takes into account the implications of the disability or medical diagnosis.</p> <p>Teaching resources selected for clarity and accessibility.</p> <p>Teacher considers methods of communication, classroom layout and organisation to remove barriers to learning.</p> <p>Opportunities for collaborative working and peer interaction provided regularly in lessons.</p> <p>Regular assessment opportunities including APP and summative approaches to track progress through the CCG and identify skills gaps.</p> <p>Regular developmental written feedback to students which identifies 'next steps' for improvement.</p> <p>Regular homework opportunities which extend and consolidate classroom learning.</p> <p>Teaching groups based on ability and attainment to allow targeted teaching and curriculum pathways.</p>	<p>Half-termly faculty monitoring of progress data and APP/CCG to inform subject teacher interventions.</p> <p>Faculty moderation of assessment tasks to allow comparisons of rates of progress and the impact of teaching approaches.</p> <p>Dialogue through verbal and written feedback with students, mediated by TAs where appropriate.</p> <p>Structured conversations with parents where appropriate.</p> <p>Referral to SENCO if progress is significantly slower than peers or is not 'closing the gap'.</p> <p>Referral to Healthcare Co-ordinator if further modifications and adaptations are required.</p>
Targeted Provision and additional school resources - Wave 2: SEN Support			
Assess	Plan	Do	Review
<p>Information and advice from outside agencies, e.g. OT, Specialist Nurse, Community Paediatrician, Sensory Support Team, needed to overcome barriers to learning and ensure adequate progress.</p> <p>Significant moderations to learning environment, curriculum and/or physical environment necessary to maintain progress and attendance.</p> <p>Concerns persist or worsen despite the application of alternative strategies and interventions which do not impact on progress.</p>	<p>Access strategies to inform teacher planning and SEN provision.</p> <p>Teacher dialogue with students to ensure that they are involved in the planning process.</p> <p>Joint planning and consultation with the Teaching Assistant (where appropriate).</p> <p>Joint planning with SENCO/Healthcare Co-Ordinator where appropriate.</p> <p>Joint planning with HoF to adapt Learning Programmes if a modified</p>	<p>Reference to SEN Access Strategies to allow more highly differentiated planning and inclusive teaching.</p> <p>Access to additional and modified teaching resources and ICT programmes to accelerate progress.</p> <p>Deployment of in-class TA support to allow targeted intervention.</p> <p>TA support to modify and prepare individual resources.</p> <p>Provision of assistive devices which aid access to the curriculum, e.g. sloping board, specialist ICT resources, hearing loop.</p> <p>Appropriate classroom and environmental modifications in</p>	<p>Half-termly faculty monitoring of progress data and APP/CCG to inform subject teacher interventions.</p> <p>Half-termly SENCO monitoring of progress data and CCG in English and Maths and joint planning with HoFs to plan interventions and additional resources.</p> <p>Student and parent structured conversations with SENCO/Healthcare Co-Ordinator on progress and input into support plan.</p> <p>Review of progress with TA following each assessment point in order to modify in-class support.</p>

	<p>curriculum model is appropriate. Implementation of Person-Centred Plans for students with complex needs and multiple vulnerabilities. Plans to incorporate specialist advice, e.g. Sensory Team assessments, EP, Community Paediatricians. SENCO/HoY/Safeguarding Officer participates in multi-agency planning with Health, Social Care and outside agencies to remove barriers to participation in school. School-based Additional Support Plan (ASP) agreed with costed provision. SENCO to explore Local Offer with parents to identify appropriate services that can meet needs.</p>	<p>place, e.g. specialist equipment and furniture. Provision of extra time and access arrangements (reader/scribe) to complete assessment tasks. Access to ICT/SEN lap-tops to record extended pieces of writing. Consideration of Foundation pathway at KS4 to focus on vocational learning and functional skills. Enhanced SENCO-led transition for Year 7 students and inclusion in EP project. SENCO to act in keyworker role to refer to outside agencies.</p>	<p>Multi-agency reviews with outside agencies, e.g. LAC reviews, core groups, CIN and TAF meetings. ASP review – consider eligibility to request an assessment.</p>
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Personalised Provision and additional school resources – Wave 3: EHC Plan/Statemented

Assess	Plan	Do	Review
<p>Students who have undergone a statutory assessment and have a statement of SEN/EHC Plan for 'Physical Disability'. Statutory assessment initiated in the event of the failure of SEN Support strategies to effect 'adequate progress' which might then indicate a need for a change of provision.</p>	<p>EHC Plan/statement used to generate a Person-Centred Plan with the student and parents. Plans to incorporate specialist advice, e.g. OT, EP, Sensory Specialist Teacher, Community Paediatricians. Teacher dialogue with students to ensure that they are involved in the planning process. Joint planning and consultation with the Teaching Assistant in a keyworker role. Joint planning with SENCO/Healthcare Co-Ordinator where appropriate. Joint planning with HoF to adapt Learning Programmes if a modified curriculum model is appropriate. SENCO/HoY/Safeguarding Officer participates in multi-agency planning with Health, Social Care and outside agencies to remove barriers to participation in school.</p>	<p>Deployment of TA support in a key worker role to work closely with parents and attend multi-agency meetings. Personalised modifications to timetable, curriculum and enrichment opportunities. Personalised staff training to understand and meet learning and health needs – increasingly individualised planning and access strategies in place to ensure participation in lessons and school life. Provision of extra time and access arrangements (reader/scribe) to complete assessment tasks. Access to ICT/SEN lap-tops to record extended pieces of writing. Specialist programmes delivered by TAs based on advice from outside agencies. Consideration of Foundation pathway at KS4 to focus on vocational learning and functional skills. Enhanced SENCO-led transition for Year 7 students and inclusion in EP project. Specialist TA support provided by Local Authority.</p>	<p>Half-termly faculty monitoring of progress data and APP/CCG to inform subject teacher interventions. Half-termly SENCO monitoring of progress data and CCG in English and Maths and joint planning with HoFs to plan interventions and additional resources. Student and parent structured conversations with SENCO/Healthcare Co-Ordinator on progress and input into support plan. Review of progress with TA following each assessment point in order to modify in-class support. Annual person-centred review with a particular focus on transition points and aspirations. Multi-agency reviews with outside agencies, e.g. LAC reviews, core groups, CIN and TAF meetings.</p>

During KS2 -3 transition, students are identified as SEN Support by the feeder primary schools. A 'transition cohort' is identified as an interim measure until whole-school assessment and screening is completed by October. Placement on the academy SEN register then follows the identified criteria.

Lyndsey Weekes, SENCO September 2014

SEN Provision Map – Social, Mental and Emotional Health (SMEH)

Universal Provision – Wave 1: Vulnerable Learners			
Assess	Plan	Do	Review
<p>Behavioural difficulties persist and/or increase, e.g. frequent low-level disruption, more severe behaviours and defiance, indications of disaffection, issues with peer relationships, social isolation, aggression, poor attendance.</p> <p>Behaviours are not responsive to school behaviour management strategies.</p> <p>Serious incidents begin to form a pattern as identified through analysis of behavioural and attendance data in SIMs - target behaviours and barriers to learning identified.</p> <p>Progression through staged behaviour system.</p> <p>Structured conversations with parents to establish any causal factors, e.g. history of need, family situation, and environmental factors.</p> <p>Pastoral interview with student to identify issues.</p> <p>Consideration of academic progress, attainment data and the impact of any learning difficulties and SEN to identify any causal factors.</p> <p>This category includes those students identified with SEN who are making good progress and achieving expected attainment, key skills, attendance and behaviour outcomes with wave 1 provision. Their needs are identified for staff to allow for differentiated planning and use of appropriate access strategies within the curriculum. Their progress is monitored by SENCO through half-termly tracking.</p>	<p>Analysis of behaviour, attendance and academic data to ensure that teaching groups are appropriate.</p> <p>Consideration of social skills and peer relationships.</p> <p>Behaviour management processes differentiated by subject teachers according to student need and data analysis.</p> <p>Restorative approaches used to agree targets with students.</p> <p>Joint planning and consultation with the Teaching Assistant (where appropriate).</p> <p>Joint planning with HoF and/or Asst HoY where appropriate.</p>	<p>Whole school behaviour management policy consistently applied including agreed expectations, seating plans and classroom routines.</p> <p>Hierarchy of school sanctions and interventions applied consistently through the staged behaviour system.</p> <p>Vivos and categories for reward trips in place and actively promoted.</p> <p>Focus on 'ready to learn' in form-times.</p> <p>Differentiated behaviour management strategies in place, e.g. individual target setting, restorative justice.</p> <p>Routine implementation of de-escalation and conflict resolution strategies.</p> <p>Explicit teacher modelling of social skills and expectations with targeted verbal or written feedback where appropriate.</p> <p>Implementation of anti-bullying policy.</p> <p>PSHE curriculum in form-time.</p> <p>Targeted enrichment opportunities to build self-esteem and social skills.</p> <p>Pastoral support targeted to promote resilience and a sense of 'belonging' to school and school staff.</p> <p>Pastoral monitoring and lesson drop-ins.</p> <p>Pastoral 'pick ups' to promote restorative approaches and daily debriefing.</p>	<p>Fortnightly pastoral reviews of behaviour and attendance data to identify emerging issues and plan early interventions – HoY/Asst Principal.</p> <p>Asst HoY mentoring and dialogue with students with an emphasis on restorative approaches.</p> <p>Faculty monitoring of behaviour data to assess the impact of behaviour management approaches.</p> <p>Teacher dialogue through verbal and written feedback with students, mediated by TAs where appropriate.</p> <p>Structured conversations with parents where appropriate.</p> <p>HoY monitoring of 'effort' grade at half-termly assessment points.</p> <p>Referral to SENCO if concerns persist or worsen.</p>
Targeted Provision and additional school resources - Wave 2: SEN Support			
Assess	Plan	Do	Review
<p>Medical diagnosis of ADHD, ADD, ODD, anxiety or mental health difficulties from CAMHs or Community Paediatricians.</p> <p>Concerns persist or worsen despite the application of alternative strategies and interventions which do not impact on progress – SENCO consult.</p> <p>SENCO to coordinate additional diagnostic assessments and evidence-based tools to establish conduct disorders or mental health difficulties, e.g. Strengths and</p>	<p>Access strategies to inform teacher planning and SEN provision.</p> <p>Teacher dialogue with students to ensure that they are involved in the planning process.</p> <p>Reference to 'Barriers to Learning' document to focus on problem behaviours.</p> <p>Joint planning and consultation with the</p>	<p>Reference to SEN Access Strategies to allow more highly differentiated planning and inclusive teaching.</p> <p>Reference to 'Barriers to Learning' document to focus on problem behaviours related to ADHD/conduct disorders and more highly differentiated behaviour management strategies.</p> <p>Enhanced pastoral support, mentoring and motivational input from Asst HoY in a keyworker role.</p> <p>Access to Youth Worker through HSiS.</p> <p>SENCO consult with School Nurse for sign-posting to other</p>	<p>Half-termly faculty monitoring of behaviour data to inform subject teacher interventions and behaviour management planning.</p> <p>Termly attendance and behaviour progress reviews with Principal/Asst Principal/HoY and SENCO to identify interventions, additional resources and coordinate provision.</p> <p>Student and parent structured conversations with SENCO on progress and input into support plan.</p>

<p>Difficulties Questionnaire (SDQ), Connor's Rating Scales, Social and Communication Observation Checklist, Boxall Profile. Results may indicate a referral to health for diagnosis.</p> <p>HoY/SENCO/Safeguarding Officer/ESW to consider using the 'SMEH Student Profile' to focus on protective and risk factors to inform planning.</p> <p>HoY/SENCO/Safeguarding Officer to consider the completion of the Common Assessment framework (CAF) to assess unmet family and environmental needs and identify appropriate outside agencies through a Gateway referral.</p> <p>Referral to EP for specialist assessment.</p>	<p>Teaching Assistant (where appropriate). Joint planning with SENCO/Asst HoY/HoY/Safeguarding Officer/ESW where appropriate.</p> <p>Implementation of Person-Centred Plans for students with complex needs and multiple vulnerabilities. Plans to incorporate specialist advice, e.g. CAMHs, EP, Community Paediatricians.</p> <p>SENCO/HoY/Safeguarding Officer participates in multi-agency planning with Health, Social Care and outside agencies to remove barriers to participation in school. School-based Additional Support Plan (ASP) agreed with costed provision.</p> <p>Consideration of a risk management plan – discussion with Assistant Headteacher and Principal.</p> <p>SENCO to explore Local Offer with parents to identify appropriate services that can meet needs.</p>	<p>agencies.</p> <p>Deployment of in-class TA support to allow targeted intervention.</p> <p>EP led training session to feedback on assessment and agree strategies.</p> <p>Consideration of Foundation pathway at KS4 to focus on vocational learning and functional skills.</p> <p>Enhanced SENCO-led transition for Year 7 students and inclusion in EP project.</p> <p>SENCO to act in keyworker role to refer to outside agencies.</p> <p>Consideration of a 6 week placement at Tranmere Community Project for targeted social and personal development work.</p> <p>Consideration of a managed move to enable a fresh start in an alternative school.</p>	<p>Review of progress with TA following each assessment point in order to modify in-class support.</p> <p>Multi-agency reviews with outside agencies, e.g. LAC reviews, core groups, CIN and TAF meetings.</p> <p>ASP review – consider eligibility to request an assessment.</p>
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Personalised Provision and additional school resources – Wave 3: EHC Plan/Statemented

Assess	Plan	Do	Review
<p>Students who have undergone a statutory assessment and have a statement of SEN/EHC Plan for 'Social, Mental and Emotional Health'.</p> <p>Statutory assessment initiated in the event of the failure of SEN Support strategies to effect 'adequate progress' which might then indicate a need for a change of provision.</p>	<p>EHC Plan/statement used to generate a Person-Centred Plan with the student and parents. Plans to incorporate specialist advice, e.g. CAMHs, EP, Community Paediatricians</p> <p>Teacher dialogue with students to ensure that they are involved in the planning process.</p> <p>Joint planning and consultation with the Teaching Assistant in a keyworker role.</p> <p>Joint planning with SENCO/Asst HoY where appropriate.</p> <p>SENCO/HoY/Safeguarding Officer participates in multi-agency planning with Health, Social Care and outside agencies to remove barriers to participation in school.</p>	<p>Deployment of TA support in a key worker role to work closely with parents and attend multi-agency meetings.</p> <p>Withdrawal for small-group work which is time-limited and minimises time out of lessons.</p> <p>Specialist programmes delivered by TAs based on advice from outside agencies.</p> <p>Specialist programmes delivered through Orrets Meadow Outreach programme, including precision teaching and multi-sensory approaches.</p> <p>Consideration of Foundation pathway at KS4 to focus on vocational learning and functional skills.</p> <p>Enhanced SENCO-led transition for Year 7 students and inclusion in EP project.</p>	<p>Half-termly faculty monitoring of behaviour data to inform subject teacher interventions and behaviour management planning.</p> <p>Termly attendance and behaviour progress reviews with Principal/Asst Principal/HoY and SENCO to identify interventions, additional resources and coordinate provision.</p> <p>Student and parent structured conversations with SENCO on progress and input into support plan.</p> <p>Review of progress with TA following each assessment point in order to modify in-class support.</p> <p>Annual person-centred review with a particular focus on transition points and aspirations.</p> <p>Multi-agency reviews with outside agencies, e.g. LAC reviews, core groups, CIN and TAF meetings.</p>

During KS2 -3 transition, students are identified as SEN Support by the feeder primary schools. A 'transition cohort' is identified as an interim measure until whole-school assessment and screening is completed by October. Placement on the academy SEN register then follows the identified criteria.

Lyndsey Weekes, SENCO September 2014