

# Openshaw Islamic Grammar School (OIGS)

## Nurturing Tomorrow's Leaders

### SEND Policy

#### Key Information about Policy

|  |  |
|--|--|
| The <b>Equality Policy</b> has been approved and applied with in | Openshaw Islamic Grammar School (OIGS) |
| Date of latest review  | September 2026                         |
| Date of next review  | September 2028                         |
| Review Period  | 2 years                                |

## **Background**

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

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Physical and/or sensory

National figures indicate that around 15% of young people of school age will be affected by some type of special educational need. Generally, they will exhibit a discrepancy between expected performance and actual performance. Irrespective of their intellectual ability, specific challenges may inhibit their ability to work to their potential.

This policy clarifies the approach we take to accommodating pupils with SEND challenges and supporting them in maximising their potential.

## **Legal framework**

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

- SEND Code of Practice: 0-25 years (January 2015)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
- Equality Act 2010
- Mental Capacity Act 2005

## **Definition of Special Educational Needs and Disabilities (SEND)**

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

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have a disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Needs can be categorised in four key areas, as detailed in the SEND Code of Practice 2015:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

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

Special Educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age. We recognise that many pupils will have additional needs at some time during their educational career, which may not be deemed to be ongoing and may only be short term. It is also recognised that some pupils will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported in order for them to achieve to the best of their abilities.

The following acronyms are used in this document:

- SENDCo – Special Educational Needs and Disability Coordinator (details of role & responsibilities can be found in the Appendices)
- TA – Teaching Assistant
- IEP – Individual Educational Plan
- EHCP – Education, Health and Care Plan

### **Admissions policy for SEND**

The School does not discriminate in any way regarding entry. It welcomes pupils with special educational needs, providing that its Special Educational Needs and Disabilities (SEND) Department can offer them the support required, as long as we have the appropriate resources and services to provide them with the support they require however, we strongly advise parents of the pupils with special educational needs or physical or mental disabilities to discuss their child's requirements with the School before sitting in our entry tests, Parents must provide a copy of an educational psychologist's report or a medical report if they have one. Parents must disclose to the School any known or suspected circumstances relating to their child's allergies, development, health, learning difficulties and disabilities. The School reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances. The School will confirm based on such disclosure whether or not it is able to fully meet the needs of the individual.

If the individual has started at the school and SEND is recognised, or builds up, we will make an effort to continue facilitate the individual as long as we have the suitable resources and services to provide them with the support they require, we believe it is in the best interest of the individual and of the School community for them to remain at OIGS.

Where, in our judgement, any of these conditions no longer apply, we reserve the right to withdraw a place at the School.

## **Principles and aims**

We aim to

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

## **Procedural objectives**

- A designated person (SENDCo) is responsible for coordinating and overseeing the SEND provision within the educational environment
- A pupil's SEND needs will be identified as early as possible
- Details regarding the SEND of pupils will be treated with appropriate levels of discretion and confidentiality
- The SENDCo, teacher, pupil and parents will form a working partnership to ensure that appropriate support is established and maintained
- Provision and progress will be monitored and reviewed regularly
- Outside agencies will be involved when appropriate

Resources will be managed to ensure such needs can be appropriately met however The School reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances or not it is able to fully meet the needs of the individual

- Appropriate training will be provided for staff and volunteers

## **Identification, Assessment and Provision**

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

High quality teaching, differentiated for individual pupils, is the first step in responding to those who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching will include teacher's understanding of strategies to support SEND pupils.

## **Identification and Assessment**

OIGS has a clear and defined system for identifying and acting upon SEND. This is a three-stage approach and parents are met with and kept informed at every stage. Identification and provision will be guided by the SEND Support Frameworks for each of the four categories of need, which use a Levelled Approach as set out in the **Appendices 4**

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

- The outcome of internal school exams
- Concerns raised by parents, the pupil and outside agencies and to take account of any information that they provide (for example Educational Psychologist, Occupational Therapist or Speech and Language reports).
- Behaviour data.
- From primary school records
- Entrance/ baseline tests
- Regular in-class and/or subject assessments. Subject teachers will make regular assessment of all pupils and identify those who are making less than expected progress.

**STAGE ONE — Monitor Stage** The identification of SEN or disabilities is built into the overall approach to monitoring the progress and development of all pupils. The class teacher has the initial responsibility for this; the most important and effective method of assessment in all areas of the curriculum is teacher observation. The first response to any pupil who falls into this category will be highly targeted teaching at the area of weakness by the subject teacher with high quality differentiation and scaffolding strategies to support learning tasks and activities. Form Tutors and the Head of Department are responsible for keeping pupil's Individual Educational Plans (IEP), (Appendices 1) detailing individual pupils, their SEND and action being taken.

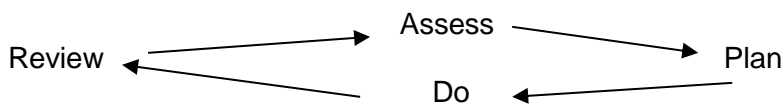
**STAGE TWO — Action Stage for Significant Emerging Concerns (or an identified special educational need or disability)** All pupils with suspected SEN or disabilities, whose needs are not easily met through classroom would be a programme which is individualised and tailored to meet the child's specific need; this maybe in the form of specialised provision and intervention or additional staffing and behaviour management support. The Individual Educational Plan, which monitors progress and interventions, is extended by the class teacher to include outside interventions, in consultation with the SEND Coordinator and with permission from the parents (Appendix 2).

**STAGE THREE —Action Stage for Significant Concerns Needing Outside Intervention** Where procedures at Stage Two have not produced satisfactory progress, the SEND Coordinator will initiate further support from outside agencies (however financial restrictions apply).

If necessary and if there are complex needs, a joint decision will be made between the SENDCO, class teacher, Head Teacher and parents and the local authority may be contacted with a view to obtaining a statement for an Education, Health and Care Plan (EHCP) for the child.

### Review

Review takes the form of a four-part cycle which takes in to account a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.



### NOTE:

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

Once the appropriate assessments have taken place, a decision will be made whether a pupil has SEND, based on the SEND Support Frameworks (Appendices 4) in one or more of the 4 'broad areas of need' . The four broad areas of need are identified within the SEN Code of Practice 2015 (p86)

are:

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

The identification of SEND is built into the whole-school approach to monitoring the progress and development of all pupils.

Finally, a pupil's level of SEND need will be recorded on the SEND Register. The SEND Register records pupils who are receiving assistance, providing an overview of each pupil's needs and current support in place. The Register is a working document that is updated termly with consultation between the SENDCO and Class teachers.

Action will be taken to remove the barriers to learning. This SEND support will take a four-part cycle, known as the 'graduated approach'. The four parts to the cycle are: **Assess, Plan, Do, Review** (SEND Code of Practice 2015 )

If any additional support, over and above that of the normal curriculum, is to be provided, parent/carers will be informed.

Individual Educational Plans (IEP's) will be available to all staff and a hard copy will be kept in the pupil's individual file.

It is acknowledged that some pupils with SEN or disabilities will be better able to express themselves verbally than in writing. Such pupil will be given access to a laptop if deemed useful. Pupils on the SEND register and receiving additional support or intervention, will have their progress monitored within the targets of their group or individually. This is over and above the school-wide progress tracking.

### **Individual Educational Plans**

If a pupil is receiving 1:1 support from a teacher, targets will then be detailed within an Individual Educational Plan.

The meeting will be led by the Class Teacher and/or the SENDCo, with their good knowledge and understanding of the pupil. The meeting will review progress, set clear targets to move forwards, discuss the support that will be given to help the pupil achieve the targets and identify the responsibility of the parent, pupil and school. **SMART Targets** will be used:

- **Specific** – target a specific area for improvement.
- **Measurable** – quantify or at least suggest an indicator of progress.
- **Assignable** – specify who will do it.
- **Realistic** – state what results can realistically be achieved, given available resources.
- **Time-related** – specify when the result(s) can be achieved.

The new IEP will be made available to all staff working with the pupil, and also given to the parents/carers. Any pupil with an Education Health and Care Plan (EHCP) will have the recommendations within the plan followed. Additionally, an annual Review will be held between the SENDCO, parents and class teacher to assess progress and current needs in order to ensure their welfare and the continued successful provision of their education.

### **Touch typing policy**

Children who are dyslexic and have difficulty with handwriting and committing the written word to paper can touch type if they:

- Can type faster than they can write, approx. 30 words per minute
- Can open and save documents independently, finding their work unaided
- Can print their work independently
- Are fully capable of keeping their laptop charged and taking care of the laptop in all regards.

## **Reasonable Adjustments for Examinations**

We believe in best practice. Therefore, the Joint Council for Qualifications (JCQ) guidelines for the implementation of reasonable adjustments is followed within our school and for all our internal exams.

In practice this means that whilst advice and recommendations may be given in external specialist reports, it may not always be possible to follow these if the assessment results data does not fall with the limits set down by the JCQ. However, we will enforce all reasonable adjustments in examinations, as recommended by a specialist report (e.g. Educational Psychologist), that are supported by the evidence of standardised data, which fall within the JCQ guidelines.

## **Equal Access**

The school has wheelchair accessibility for the ground floor. However, each case will be considered individually as to the suitability of the environment for the safety of the child and others in the building.

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

The SENDCo will ensure that when an external report is received, a language accessible summary is provided for the teaching staff of that pupil, with practical suggestions where possible.

## **Resources**

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

## **Roles and Responsibilities**

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

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

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

Teaching Assistants are a valuable part of the support for pupils with SEND. Class Teachers maintain overall responsibility for teaching assistants but will work closely with the SENDCo regarding individual roles, responsibilities and timetabling.

### **Communication and Collaboration – Partnership with Parents/Carers**

We will ensure that all parents/carers are fully informed of any SEND their child may have.

Partnership with parents/carers plays a key role in promoting a culture of co-operation. This is important in enabling pupils with SEND to achieve their potential.

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

Parents/carers may be expected to:

- Recognise and fulfil their responsibilities playing an active and valued role in their child's education by in supporting their child's SEND needs.
- Alert the school to any concerns they have about their child's learning or provision.
- Fulfil their parental obligations to their child. This will usually be done through: Parent Consultations/Meetings (informal or formal); IEP reviews and Annual Statement reviews.

Parents/carers may expect to:

- Be informed by the school of their child's placement within the SEND framework
- Be informed of what support their child is receiving
- Be informed of their child's progress via parent-teacher meetings, school reports, exam results and more informal communications such as email or direct conversation
- Be involved in formulating their child's targets for their IEP (if an IEP is necessary)
- Have the opportunity to make their views known about how their child is educated during IEP review meetings, at parent/teacher consultation evenings or via direct communication with the child's class teacher or SENDCo.
- Be invited to sit in on one-to-one work so they can see what activities their child is doing and how best to support, give feedback to and positively encourage their child at home.

### **Pupil Participation/Feedback**

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

Feedback to pupils about their own progress should always be positive and constructive. This should be done through discussion with the pupil or effective marking. All classes should promote a climate of warmth and support in which self-confidence and self-esteem can grow and in which pupils with SEN or disabilities can experiment without fear of criticism or failure. Pupils with SEN or disabilities need partnerships with teachers and Key Workers which encourage them to become active learners with input into their own learning wherever possible.

### **Parental Concerns regarding SEND**

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

- Raise initial concerns with the Class or Subject teacher. Usually any problem can be dealt with at this stage
- Arrange a meeting with the Class or Subject teacher.
- Raise the issue with the SENDCo
- Arrange a meeting with the SENDCo - if it involves a conflict which cannot be resolved, the Head Teacher should be involved
- Arrange a meeting with the Head Teacher

For further details of formal complaints, refer to our Complaints Procedure (available on our website).

### **Record-keeping and evaluating the success of the policy**

Records are kept of the progress of SEND pupils. All pupils at Stage 3 (Action Stage with outside intervention) have their own file which contains all Educational Psychologist Reports, Individual Educational Plans, outside agency reports and relevant internal and external assessments. A copy of all Individual Educational Plans are kept in the class file and copies of reports from external agencies are kept in the centralised file in the SEND file. A copy of parental consent forms are kept in a centralised file in the main SEND room. Pupil progress is recorded on the Individual Educational Plan.

### **Monitoring, Review and Evaluation**

This policy is reviewed on an annual basis to assess how we are doing. The process of review will involve the SENDCo and the SLT. Review of the policy will take into account:

- Any legislative changes
- The progress made by pupils with SEND at the school using the 4-Part Cycle of SEND Practice (see Appendices)
- The success of the school at including pupils with SEND
- Any recommendations from internal governance reviews and external inspections

This policy will be approved by Governors.

## Appendix 1

### Openshaw Islamic Grammar School – Learning Support Team

#### INDIVIDUAL EDUCATIONAL PLAN (IEP)

|              |  |              |  |
|--------------|--|--------------|--|
| <b>Name:</b> |  | <b>Form:</b> |  |
|--------------|--|--------------|--|

|                        |  |                        |           |
|------------------------|--|------------------------|-----------|
| <b>Area of Need/s:</b> |  | <b>Current Status:</b> | e.g. SEND |
|------------------------|--|------------------------|-----------|

|                                       |  |
|---------------------------------------|--|
| <b>Intended Outcome/s of the IEP:</b> |  |
|                                       |  |
| <b>Monitored by:</b>                  | Monitoring Forms, IEP Meetings, Annual Reviews, Attainment, Behaviour Watch. |

|                                      |  |
|--------------------------------------|--|
| <b>Strengths &amp; Difficulties:</b> |  |
|                                      |  |
| <b>School Interventions:</b>         |  |
| <b>Access Arrangements:</b>          |  |
| <b>External Agencies:</b>            |  |

|                           |  |
|---------------------------|--|
| <b>Related documents:</b> |  |
|---------------------------|--|

| Target | Action | In class | Out of class | Supported by | Length of session per week | Review date |
|--------|--------|----------|--------------|--------------|----------------------------|-------------|
|        |        |          |              |              |                            |             |
|        |        |          |              |              |                            |             |
|        |        |          |              |              |                            |             |
|        |        |          |              |              |                            |             |

**IEP Meeting Notes (Autumn)**

Parents Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Review Meeting Notes (Spring)**

Parents Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Review Meeting Notes (Summer)**

Parents Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix 2:**

**Example of a Parental Consent Form**

Date

Re:

Class: \_\_\_\_\_

I confirm that I have discussed the needs of my child with the class teacher and I agree that they can receive one-on-one/group teaching out of class to support them with their English and mathematics.

Parent:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: Signed: \_\_\_\_\_ Date: \_\_\_\_\_

### Appendix 3: Checklist for Early Detection of SEND

Pupil Name: \_\_\_\_\_

#### Teacher:

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

| Criteria   | ✓ |
|--|---|
| Significant discrepancy between oral and written performance                         |   |
| Persistent difficulties with spelling easy or common words                           |   |
| Erratic spelling- has good and bad days  |   |
| Difficulty getting ideas down on paper   |   |
| Problems putting things in sequential order  |   |
| Written work fails to express the student's understanding, ideas or vocabulary       |   |
| Easily misreads or miscopies   |   |
| Loses place easily when reading or following instructions                            |   |
| Has difficulty seeing errors- cannot proof-read                                      |   |
| Finds reading new words difficult  |   |
| Handwriting may be messy, poorly constructed or immature                             |   |
| Shows left / right confusion   |   |
| Finds it difficult to memorise / remember new facts, new words, and new instructions |   |
| Has trouble generalising or acquiring and applying new rules                         |   |
| Does not seem to learn by ordinary teaching methods                                  |   |
| May be described as a quick forgetter rather than a slow learner                     |   |

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

#### Appendix 4: Support Frame work (4 Key Areas)

| <b>Communication and interaction</b>                              | <b>Cognition and Learning</b>        | <b>Sensory and/or physical</b> | <b>Social, mental and emotional health</b>   |
|---|--------------------------------------|--------------------------------|--|
| Speech/language impairment  | Literacy Numeracy                    | Sight impairment               | Behavioural problems                         |
| Hearing impairment  | Dyslexia                             | Hearing impairment             | Low mood                                     |
| Autism Spectrum Disorder (ASD), incl Asperger's Syndrome & Autism | Dyscalculia                          | Poor motor skills              | Problems with conduct                        |
| Withdrawal  | Short concentration span             | Dyspraxia                      | Attention Deficit Disorder (ADD)             |
| Isolation/Difficulty in making relationships                      | Difficulty in sequencing             | Dysgraphia                     | Attachment disorder                          |
| Speech/language impairment  | Literacy Numeracy                    | Sight impairment               | Behavioural problems                         |
| Hearing impairment  | Dyslexia                             | Hearing impairment             | Low mood                                     |
| Autism Spectrum Disorder (ASD), incl Asperger's Syndrome & Autism | Dyscalculia                          | Poor motor skills              | Problems with conduct                        |
| Withdrawal  | Short concentration span             | Dyspraxia                      | Attention Deficit Disorder (ADD)             |
| Isolation/Difficulty in making relationships                      | Difficulty in sequencing             | Dysgraphia                     | Attachment disorder                          |
|   | Difficulty in following instructions | Clumsiness                     | Autism                                       |
|   | Difficulty in memorising             | Lack of co-ordination          | Anxiety                                      |
|   | Moderate learning difficulties       | Physical disability            | Lack of self-esteem                          |
|   |                                      |                                | Withdrawal                                   |
|   |                                      |                                | Isolation/Difficulty in making relationships |

## 1: Communication and Interaction

| Level                                   | Possible Indicators   |  | Possible Pupil Support   | Staff involved  |
|---|---|--|--|---|
|   | SLCN  | ASC  |  |   |
| 1- monitoring Level. Not classed at SEN | <ul style="list-style-type: none"> <li>Minor difficulties with social inference</li> </ul>  | <ul style="list-style-type: none"> <li>Generally attends in lessons, follows teacher instruction</li> <li>Enjoys structure/routine</li> <li>Becomes disorientated by change in routine or familiarity</li> </ul>   | <ul style="list-style-type: none"> <li>Support from class teacher using high quality differentiated tasks and visual / concrete materials</li> <li>Noted on planning</li> <li><i>Inclusive Teaching Strategies Booklet</i></li> </ul>  | <ul style="list-style-type: none"> <li>Class Teacher</li> </ul>   |
| 2                                       | <ul style="list-style-type: none"> <li>Some difficulties with social inference</li> <li>Cannot recall more than 5 unrelated items, in correct order, in a verbal memory task</li> <li>Minor receptive or expressive language irregularities/difficulties</li> </ul> | <ul style="list-style-type: none"> <li>Generally attends well-structured lessons, follows teacher instruction literally</li> <li>Agitated, upset by change in routine or familiarity or finds them quite challenging</li> <li>Challenged by group work, often wanting control</li> </ul> | <ul style="list-style-type: none"> <li>Record of Concern possibly submitted to SENDCo for advice, support, observation or notification (with evidence of L1 support complete but not successful)</li> <li>Intervention via social group support x 1 per week</li> <li>Access Arrangements (for tests and exams)</li> </ul> | <ul style="list-style-type: none"> <li>Class teacher</li> <li>SENDCo</li> <li>TAs</li> </ul>                  |
| 3                                       | <ul style="list-style-type: none"> <li>Regular/noticeable difficulties with social inference</li> <li>Frequent receptive or expressive</li> </ul>   | <ul style="list-style-type: none"> <li>Possibly diagnosed with ASC or PDD</li> <li>Noticeable</li> </ul>   | <ul style="list-style-type: none"> <li>Record of Concern submitted by Class Teacher</li> <li>Withdrawal</li> </ul>   | <ul style="list-style-type: none"> <li>SENDCo</li> <li>TAs</li> <li>Class teacher</li> <li>Head of</li> </ul> |

|   | <p>language irregularities / difficulties (word finding difficulties)</p> <ul style="list-style-type: none"> <li>•</li> </ul>  | <p>difficulties with social interaction, poor communication and understanding affecting behaviour</p> <ul style="list-style-type: none"> <li>• Struggles to follow whole class situation – needs to be told instruction directly</li> <li>• May be socially withdrawn / vulnerable</li> </ul>   | <p>for intervention</p> <ul style="list-style-type: none"> <li>• 1:2 or 1:1 x 1 per week (social skills) by school staff</li> <li>• Access Arrangements (for tests and exams)</li> <li>• SALT x 1 session per week</li> <li>• <i>Lego Therapy</i></li> </ul>   | <p>Year</p>  |
|---|--|---|--|--|
| 4 | <ul style="list-style-type: none"> <li>• Cannot recall 4 unrelated items in correct order</li> <li>• Cannot understand spatial concepts (e.g. above, below)</li> <li>• Cannot use pronouns (e.g. their)</li> <li>• Moderate word finding difficulties</li> </ul> | <ul style="list-style-type: none"> <li>• Has diagnosis of ASD or PDD</li> <li>• Has significant difficulty functioning independently in the classroom</li> <li>• Is unable to follow whole class instructions</li> <li>• Significantly misjudges social situations</li> <li>• Extreme levels of anxiety and need for routine, excessive behaviours relating to routine</li> </ul> | <ul style="list-style-type: none"> <li>• Withdrawal for intervention 1:1 x 2 per week (social and language/vocab skills)</li> <li>• Access Arrangements (tests and exams)</li> <li>• Individual Support Plan</li> <li>• 1 session per week</li> <li>• <i>Lego Therapy</i></li> <li>• <i>SIMS Personal Profile</i></li> <li>• EHCP consideration</li> </ul> | <ul style="list-style-type: none"> <li>• SENDCo</li> <li>• TAs</li> <li>• Class teacher</li> <li>• Head of Year</li> </ul> |

|   |   |  |  |
|---|---|--|--|
| <ul style="list-style-type: none"><li>• 5</li></ul> | <ul style="list-style-type: none"><li>• Education Health and Care Plan (EHCP)</li></ul> | <ul style="list-style-type: none"><li>• As detailed in Statement or EHCP</li></ul> | <ul style="list-style-type: none"><li>•</li><li>• SENDCo</li><li>• TA</li><li>• Class Teachers</li><li>• Other external agencies</li></ul> |
|---|---|--|--|

## 2: Cognitive and Learning

| Level   | Possible Indicators |          | Possible Pupil Support  | Staff involved  |
|---|---------------------|----------|---|---|
|   | Numeracy            | Literacy |   |   |
| 1-<br>monitoring<br>Level. Not<br>classed at<br>SEN | Grade 1-            | Grade 1- | <ul style="list-style-type: none"> <li>• Support from class teacher using high quality differentiated tasks and visual / concrete materials</li> <li>• Noted on planning</li> <li>• In-class support</li> <li>• <i>Inclusive Teaching Strategies Booklet</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Class Teacher</li> <li>• TA</li> </ul>                   |
| 2   | Grade W+            | Grade W+ | <ul style="list-style-type: none"> <li>• Record of Concern possibly submitted to SENDCo for advice, support, observation or notification (with evidence of L1 support complete but not successful)</li> <li>• Intervention group support x 1 per week (withdrawn)</li> <li>• And/or Early morning group (maths or english)</li> <li>• Access Arrangements (for tests and exams)</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• SENDCo</li> <li>• TA</li> </ul> |
| 3   | Grade W             | Grade W  | <ul style="list-style-type: none"> <li>• Record of Concern submitted by</li> </ul>  | <ul style="list-style-type: none"> <li>• SENDCo</li> <li>• TA</li> <li>• Class teacher</li> </ul> |

|   |   |          |   |   |
|---|---|----------|---|---|
|   |   |          | <ul style="list-style-type: none"> <li>Class Teacher</li> <li>Group support</li> <li>Or may be withdrawn for targeted intervention 1:2 or 1:1 x 1 per week (literacy/numeracy skills) by school staff</li> <li>Access Arrangements (for tests and exams)</li> </ul> | <ul style="list-style-type: none"> <li>Head of Year</li> </ul>  |
| 4   | Grade W-  | Grade W- | <ul style="list-style-type: none"> <li>Withdrawal for 1:1 x 2 sessions per week</li> <li>Plus Early Morning Group</li> <li>TA in-class support for daily 1:1 intervention programmes</li> <li>Access Arrangements</li> <li>EHCP consideration</li> </ul>            | <ul style="list-style-type: none"> <li>SENDCo</li> <li>TA</li> <li>Class teacher</li> <li>Head of Year</li> </ul>     |
| <ul style="list-style-type: none"> <li>5</li> </ul> | <ul style="list-style-type: none"> <li>Education Health and Care Plan (EHCP)</li> </ul> |          | <ul style="list-style-type: none"> <li>As detailed in Statement or EHCP</li> </ul>  | <ul style="list-style-type: none"> <li>SENDCo</li> <li>TA</li> <li>Class Teachers</li> <li>Local Authority</li> </ul> |

### 3: Social Emotional and Mental Health

| Level  | Possible Indicators  | Possible Pupil Support   | Staff involved   |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>1-monitoring Level. Not classed at SEN</li> </ul> | <ul style="list-style-type: none"> <li>Homework regularly not completed</li> <li>Significantly broken attendance</li> <li>Disengagement in 2 or more subjects</li> <li>Withdrawn / behaviour issues</li> <li>Troubled friendships</li> <li>Poor / unkempt clothing or hair appearance</li> <li>Poor self-esteem</li> </ul>   | <ul style="list-style-type: none"> <li>Attendance monitoring</li> <li>Class teacher / TA to talk to child</li> <li>Give pupil roles of responsibility to improve self-esteem</li> </ul>  | <ul style="list-style-type: none"> <li>Class teacher</li> <li>TAs</li> </ul>   |
| <ul style="list-style-type: none"> <li>2</li> </ul>                                      | <ul style="list-style-type: none"> <li>Persistent absence / broken attendance</li> <li>Disengagement in 3 or 4 subjects</li> <li>Significantly withdrawn / behaviour issues</li> <li>Very troubled friendships</li> <li>Extremely poor self-esteem</li> </ul>  | <ul style="list-style-type: none"> <li>Attendance monitoring – contact parents</li> <li>Record of Concern possibly submitted to SENDCo for advice, support, observation or notification</li> <li>Clear personalized reward chart</li> <li>Significant responsibility within class</li> </ul> | <ul style="list-style-type: none"> <li>SENDCo</li> <li>Class Teacher</li> <li>TAs</li> </ul>   |
| <ul style="list-style-type: none"> <li>3</li> </ul>                                      | <ul style="list-style-type: none"> <li>School refusal</li> <li>Attendance is extremely patchy, rare</li> <li>Rarely on-target in class</li> <li>Achievement is extremely poor</li> <li>Progress is limited, if at all</li> <li>Very poor self-esteem indeed</li> <li>Behaviour is significantly impacting on learning for the individual and the class</li> </ul>                                | <ul style="list-style-type: none"> <li>Record of Concern submitted by Class Teacher</li> <li>Attendance monitoring – arrange parents meeting</li> <li>Social groups x 1 weekly</li> </ul>  | <ul style="list-style-type: none"> <li>SENDCo</li> <li>Class Teacher</li> <li>TAs</li> <li>LA? Social Services?</li> <li>Head of Year</li> </ul> |
| <ul style="list-style-type: none"> <li>4</li> </ul>                                      | <ul style="list-style-type: none"> <li>School refusal</li> <li>Attendance is extremely patchy, rare</li> <li>Rarely on-target in class</li> <li>Achievement in all areas is extremely poor</li> <li>Progress is limited, if at all</li> <li>Very poor self-esteem indeed</li> <li>Significantly poor and inappropriate behaviour / attention, seriously disruptive to the whole class</li> </ul> | <ul style="list-style-type: none"> <li>Attendance monitoring – arrange parents meeting</li> <li>Social groups</li> <li>Specialist support</li> <li>Individual Support Plan</li> <li>1:1 intervention x 2 weekly</li> </ul>   | <ul style="list-style-type: none"> <li>SENDCo</li> <li>Class Teacher</li> <li>TAs</li> <li>LA? Social Services?</li> <li>Head of Year</li> </ul> |

|   |   |  |  |
|---|---|--|--|
| <ul style="list-style-type: none"><li>• 5</li></ul> | <ul style="list-style-type: none"><li>• Education Health and Care Plan (EHCP)</li></ul> | <ul style="list-style-type: none"><li>• As detailed in Statement or EHCP</li></ul> | <ul style="list-style-type: none"><li>•</li><li>• SENDCo</li><li>• TA</li><li>• Class Teachers</li><li>• Local Authority</li></ul> |
|---|---|--|--|

#### 4: Sensory and/or Physical

| Level                                   | Possible Indicators  |   |  | Possible Pupil Support   | Staff involved   |
|---|--|---|--|--|--|
|   | Visual   | Hearing   | Medical  |  |  |
| 1- monitoring Level. Not classed at SEN | <ul style="list-style-type: none"> <li>Visual difficulties that cannot be corrected by glasses</li> <li>Gets tired easily</li> </ul>   | <ul style="list-style-type: none"> <li>Mild hearing loss</li> </ul>   | <ul style="list-style-type: none"> <li>Fatigue</li> <li>Hypermobility Syndrome</li> </ul>  | <ul style="list-style-type: none"> <li>Consider seating position in class</li> </ul>   | <ul style="list-style-type: none"> <li>Class teacher</li> <li>TAs</li> </ul>                                       |
| 2                                       | <ul style="list-style-type: none"> <li>Frustration with work</li> <li>Poor reading speeding</li> <li>Poor writing speed</li> </ul>   | <ul style="list-style-type: none"> <li>Mild hearing loss</li> <li>Difficulty with attention and / or concentration</li> </ul> | <ul style="list-style-type: none"> <li>Poor writing speed</li> <li>Generally takes longer to complete tasks</li> </ul>                   | <ul style="list-style-type: none"> <li>Record of Concern possibly submitted to SENDCo for advice, support, observation or notification</li> </ul>  | <ul style="list-style-type: none"> <li>SENDCo</li> <li>Class Teacher</li> <li>TAs</li> </ul>                       |
| 3                                       | <ul style="list-style-type: none"> <li>Registered as partially sighted</li> <li>Distance vision worse than 6/18</li> <li>Spatial and perception difficulties</li> <li>Coordination difficulties</li> </ul> | <ul style="list-style-type: none"> <li>Moderate hearing loss</li> <li>Possible use of hearing aids</li> </ul>                 | <ul style="list-style-type: none"> <li>Student specific e.g. significant hypermobility syndrome affecting many areas of life.</li> </ul> | <ul style="list-style-type: none"> <li>Record of Concern submitted by Class Teacher</li> <li>Pupil seated facing and close to teacher</li> <li>Teacher to look at pupil when speaking</li> </ul> | <ul style="list-style-type: none"> <li>SENDCo</li> <li>Class Teacher</li> <li>TAs</li> <li>Head of Year</li> </ul> |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| 4   | <ul style="list-style-type: none"> <li>• Vision deteriorating</li> <li>• Restricted visual field</li> <li>• Mobility is affected</li> <li>• Distance vision worse than 6/36</li> </ul> | <ul style="list-style-type: none"> <li>• Moderate to profound hearing loss</li> <li>• Use of hearing aids</li> </ul> | <ul style="list-style-type: none"> <li>• Student specific</li> </ul> | <ul style="list-style-type: none"> <li>• Advice from outside agencies, specialist support</li> </ul> | <ul style="list-style-type: none"> <li>• SENDCo</li> <li>• Class Teacher</li> <li>• TAs</li> <li>• Head of Year</li> </ul> |
| <ul style="list-style-type: none"> <li>• 5</li> </ul> | <ul style="list-style-type: none"> <li>• Education Health and Care Plan (EHCP)</li> </ul>  |  |  | <ul style="list-style-type: none"> <li>• As detailed in Statement or EHCP</li> </ul>                 | <ul style="list-style-type: none"> <li>• SENDCo</li> <li>• TA</li> <li>• Class Teachers</li> </ul>                         |

