St Cuthbert's Catholic Primary School SEND Policy

Date: September 2021

St Cuthbert's Catholic Primary School

Special Educational Needs (SEND) Policy

Introduction

St Cuthbert's Catholic Primary School has a named SENCO (Ms Shepherd, who is a member of the Senior Leadership Team) and a named Governor responsible for SEND. They ensure that St Cuthbert's Special Educational Needs and Disabilities policy works within the guidelines and inclusion policies of the Code of Practice (2014/15), the Local Education Authority and other policies current within the school.

This policy was developed in consultation with other SENCOs from the North Tyneside Catholic Schools Collaborative and developed in response to the 2014/15 SEND Code of Practice: 0-25 guidance. The policy was written has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equal Opportunities Policy: Pupils

- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Exclusion Policy
- Behavioural Policy
- Complaints Procedures Policy
- Accessibility Plan

This policy was created by the school's SENCO with the SEND Governor in liaison with the SLT, all staff and parents of pupils with SEND and has been shared with stakeholders, including governors, parents, and families via the school newsletter and website.

This SEND policy should be read alongside other documents and policies including:

- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012A

Aims and beliefs

At St Cuthbert's it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We aspire to raise the aspirations of and expectations for all pupils with SEND.

It is also our belief that every teacher is a teacher of every child or young person, including those with SEND. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to be included in all school activities.

Our aim is to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014):

• Communication and interaction

• Cognition and learning

• Social, mental and emotional health

• Sensory/physical

What are special educational needs?

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.'
Code of Practice 2014

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'. Pupils with SEND are offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence.

Objectives

The objectives of this policy working with the guidance provided in the SEND Code of Practice 2014 are as follows:

• to create an inclusive environment that meets the special educational needs of each child in order that they can achieve their learning potential and to be fully engaged in all activities with pupils who do not have SEND

• to respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership

• to make clear the expectations of all partners in the process

• to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development

• to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals

• to identify the roles and responsibilities of all staff in providing for children's special educational needs

• through reasonable adjustments to enable all children to have full access to all elements of the school curriculum

• to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND

coordinator and individual teachers to ensure all children have equal access to success in all subjects.

Through appropriate curricular provision, we respect the fact that children:

• have different educational and behavioural needs and aspirations

• require different strategies for learning

• acquire, assimilate and communicate information at different rates

• need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

• providing support for children who need help with communication, language and literacy

• planning to develop children's understanding through the use of all available senses and experiences

• planning for children's full participation in learning, and in physical and practical activities

• helping children to manage their behaviour and to take part in learning effectively and safely

• helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day–to–day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information will be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

• provide starting points for the development of an appropriate curriculum.

• identify and focus attention on action to support the child within the class.

• use the assessment processes to identify any learning difficulties.

• work in partnership with parents and carers to ensure close communication and information to achieve good outcomes.

• ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

English as an Additional Language (EAL)

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Vulnerable Learners

We recognise that some learners may be affected by other factors that may impact on progress and attainment.

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Any specific concerns relating to the child or young person's behaviour will be described as an underlying response to a need. The school recognises that this is not SEN and will respond to it appropriately after communication with parents and carers and in-line with the behaviour policy of the school.

The role of the SENCO

The Special Educational Needs and Disabilities Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND.
- Liaising with and advising colleagues.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with other schools if the child is transferring to another school or provision and liaising with the new school if Y6 pupils are to transfer to Year 7.
- Liaising with external agencies including the LEA's support; educational psychology services; health and social services and voluntary bodies.

• Co-ordinating and developing school-based strategies for the identification and review of children with SEND.

• Making regular visits to learning environments within school to monitor the progress of children on the SEND support register.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available through quality first teaching within a differentiated curriculum.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:
• Prevents the attainment gap between the child and his peers from widening.
• Closes the attainment gap between the child and his peers.
• Betters the child's previous rate of progress.
• Ensures access to the full curriculum.
• Demonstrates an improvement in self-help, social or personal skills.
• Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, St Cuthbert's will adopt a graduated response. We will continually assess, plan, implement and review our approach to teaching all children. When a potential special educational need has been identified by the class teacher an individualised assessment of need will begin. This will identify barriers to and gaps in learning which can then be addressed through a personalised approach.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. The class teacher, after discussion with the SENCO, will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the learning environment. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person.

If no progress is noted after a review period of a term, the child may be added to the school SEND register with parental permission. School may need to consult external agencies for specialist help if the planned interventions are still not having an impact on the individual's progress.

The school will record the steps taken to meet the needs of individual children through the use of a Provision Map/Support Plan and the SENCO will have responsibility for ensuring that records are kept and available when needed. If the school decides to refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with evidence of the interventions already undertaken.

<u>Reasons for a child being added to the SEND register may include the fact that he/she:</u>

• Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.

• Shows signs of difficulty in developing English and/or mathematics skills which result in less than expected attainment in some curriculum areas.

• Presents persistent emotional health and behaviour difficulties which are not improved by the behaviour management techniques usually employed in the school.

• Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.

• Has communication and / or interaction difficulties, and continues to make little or no progress.

Within the termly school's cyclical process of assess, plan, do, review a child's attainment and progress is rigorously monitored. If adaptations and interventions have been successful and the child makes expected progress in line with their peers, then additional interventions will be withdrawn and the child could be removed from the register.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and will be given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs and the local offer that includes the provision made for children with SEND. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular progress meetings each term with parents. For children who have special educational needs we inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

The Nature of Intervention

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

• Nationally recognised reading and maths interventions including; Blast, Fresh Start, Boosting Reading Potential (BRP), Pirate Writing Crew, Dragon Hunters and Success@Arithmetic.

• Different learning materials or specialist equipment.

• Some group or individual support, which may involve small groups of children being withdrawn to work with teaching assistants such as Talkabout, Narrative Programme, Dyslexia programmes or Success@Arithmetic materials.

• Programmes recommended by outside agencies (Educational Psychology Service, Speech and Language Therapy, Occupational Therapy etc)

• Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.

 • Staff development and training to introduce more effective strategies.

• Resources and effective strategies, after advice from outside agencies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom.   Families will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Families will be invited to meet regularly with the class teacher and SENCO and they will have specific time slots to discuss individual learning targets and progress with the SENCO on a termly basis.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the provision map continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

• Continues to make little or no progress in specific areas over a long period.

• Continues working substantially below that expected of children of a similar age.

 • Continues to have difficulty in developing literacy and mathematical skills.

• Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.

• Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.

• Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

• Despite having received intervention, the gap is widening between the child and their peers.

School Request for Statutory Assessment or Education Health and Care Plans

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

• Previous Provision Maps/Support Plans and targets for the pupil.

• Records of regular reviews and their outcomes.

• Records of the child's health and medical history where appropriate.

• Attainment in literacy and numeracy.

• Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

• Views of the families.

• Views of the child or young person.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Parents can access support through the Parent Partnership in North Tyneside.

Provision Maps (previously IEPs) and Support Plans

Strategies employed to enable the child to progress will be recorded within a Provision Map/Support Plan which will include information about:

• The short term targets set for the child.

• The teaching strategies to be used.

• The provision to be put in place

• How the targets will help the child in their learning

• How the child can be successful

• The review date.

• The child's views will be sought and taken into account, as will those of families, whose support is vital if progress is to be achieved and maintained.

Access to the Curriculum

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

Through quality first teaching teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning. Provision Maps, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have a Provision map with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care (EHC) plans.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational need and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Storing and managing information

All SEND documents are treated sensitively in-line with the school's information management and confidentiality policy.

Monitoring and evaluation

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named governor with responsibility for special needs also hold regular meetings.

Complaints

Any complaints should be dealt with using the guidance in the school Complaints Policy.

Incidents of bullying are dealt with after guidance from the school's Anti- Bullying Policy.

Signed:

SENCO _____

Head teacher _____

Governor responsible for SEN _____

Date: March 2021

Further advice and support

Helpful websites:

The Special Educational Needs and Disability Information, Advice and Support Service **(SENDIASS)** provide advice and information to young people, and parents whose children have Special Educational Needs. They provide impartial and factual support on all aspects of the SEND framework to help parents play an active and informed role in their child's education.   Tel: 0191 643 8317/8313

 Email: **SENDIASS@northtyneside.gov.uk**

https://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass

Schools and parents can access information, advice and training materials that have been developed through the Department for Education's voluntary and community sector grants programme. NASEN provides an SEN Gateway that enables access to a broad range of materials and support services across the range of SEN (www.sendgateway.org.uk).

The Excellence gateway provides access to resources to support professional development in the FE and Skills sector (www.excellencegateway.org.uk).

Early Support provides a range of information materials to families and professionals www.ncb.org.uk/earlysupport.

The following organisations provide advice, information and training on specific impairments:
• The Autism Education Trust for children and young people on the Autism Spectrum (www.autismeducationtrust.org.uk)

• The Communications Trust for speech, language and communication difficulties (www.thecommunicationtrust.org.uk)

The Dyslexia SpLD Trust on dyslexia and literacy difficulties (www.thedyslexia-spldtrust.org.uk)

• The National Sensory Impairment Partnership for vision impairment, hearing impairment and multi-sensory impairment (www.natsip.org.uk)

MindEd (www.minded.org.uk) is an e-learning portal aimed at supporting all adults working with children and young people. It provides simple, clear guidance on children and young people's mental health, wellbeing and development.

Learning Support / SEND- Towards a Common Language & Understanding in Schools

The Disability and Additional Needs Service. dans@northtyneside.gov.uk or telephone 0345 2000108

The National Autistic Society: www.autism.org.uk

Dyslexia Action: www.dyslexiaaction.org.uk

*www.the**dyslexia**-spld**trust**.org.uk*

Attention Deficit Hyperactivity Disorder: www.adhd.org.uk

Speech, language and communication https://www.the**communicationtrust**.org.uk

https://www.autism.org.uk/about/in-education/homework.aspx

Setting up visual schedules

https://www.homeschooling-ideas.com/home-school-schedule.html

1. Terms

The terms below are commonly used when talking about Learning Support / SEND provision in schools. The terms have a wide scope in meaning and interpretation, and are often used interchangeably. However, there are some distinctions and a need for accuracy - particularly in formal recording / reporting and day-to-day liaison work with parents, colleagues and other parties not necessarily as knowledgeable in this area.

	Name	Brief Description
1.1	**Additional Needs**	The main term used within the school for needs presented by students that cannot be met by universal / Wave 1 approaches.
1.2	**Special Educational Needs**	A sub-section of Additional Needs referring primarily to the needs presented by students who have support in school for an area of SEND or 'Special Needs'.

2) Areas of Additional Need

The following terms can be used to break down Additional Needs into identifiable skills / deficit areas to which responses can then be directed.

	Name	Brief Description
2.1	Concentration	Staying on task, ignoring distractions, focusing on the teacher, remembering instructions etc.
2.2	Organisational Skills	Physical organisation of self and equipment, planning ahead with work, thinking about consequences before actions etc.
2.3	Speech and Language	Understanding their first spoken language, acquiring new vocabulary, ability to express themselves clearly in sentences etc.

2.4	Reading	Ability to read a paragraph or more with ease and fluency.
2.5	Spelling	Ability to consistently spell common words and make a good attempt at unfamiliar words.
2.6	Extended Writing	Ability to write a correctly punctuated paragraph or more with ease and fluency.
2.7	Handwriting	Ability to write legibly, with ease and at a pace equivalent to peers.
2.8	English as Additional Language	Understanding English as a second language, acquiring new vocab etc.
2.9	Numeracy/Maths	Demonstrating a basic grasp of number, algebra, data, shape / space and measure etc.
2.10	Physical/Hearing/Visual	Ability to access all activities despite physical, hearing or visual difficulty etc.

2.11	Social	Forming and maintaining positive relationships, conforming to social norms etc.	
2.12	Emotional	Showing awareness of own feelings and that of others, managing feelings, confidence etc.	
2.13	Homework/Coursework	Ability to study independently, to produce work to deadlines etc.	
2.14	Exams	Ability to prepare for and sit an exam without close adult support.	

3) Identifiable Types of Difficulties, Conditions and Disability

With persistent additional needs, the following terms, definitions and codes for identifiable types of learning difficulties, conditions and disability are used – these are drawn from guidance. These labels are only assigned following assessment by an Educational Psychologist, Specialist Teacher, Medical Professional or other suitably qualified professional.

	Name	Common Definition	SIMS Category
3.1	Specific Learning Difficulties (SpLD)	An umbrella term cover a wide range of identifiable difficulties, usually inherent, that an individual may present with. When these difficulties are clustered together, often more definitive sub-sets are used such as 'dyslexia', 'dyscalculia', 'ADHD' etc.	Specific Learning Difficulty – attach note if sub-set has been identified.
3.2	ADHD / Attention Deficit Hyperactivity Disorder	A specific learning difficulty typically presenting as exceptionally low concentration span, poor working memory, limited organisational skills with extreme impulsivity.	Specific Learning Difficulty – *with note "Attention Deficit Hyperactivity Disorder"*
3.3	ADD / Attention Deficit Disorder	A specific learning difficulty typically presenting as exceptionally low concentration span, poor working memory, daydreaming /	Specific Learning Difficulty – *with note "Attention Deficit Disorder"*

		procrastination and slower thinking through of concepts, questions etc.	
3.4	Attachment Disorder	A range of difficulties typically affecting mood, adherence to social norms and social relationships arising from a failure to form normal attachments to primary caregivers during early childhood (0-3 years). Also has causative link to incidences of abuse, neglect, sudden separation from / changes in caregivers during early childhood.	Other Difficulty / Disability – *with note "Attachment Disorder"*
3.5	Autistic Spectrum Condition	A psychological condition presenting itself in a variety of forms (Autism, Asperger Syndrome, Pervasive Development Disorder – Not Otherwise Specified), typically including specific learning difficulties centred around limited empathy, fixated / literal thinking, limited ability to interpret language, limited ability to engage in a variety of social situations / experiences etc.	Autistic Spectrum Disorder
3.6	BESD / Behavioural, Emotional and Social	A range of difficulties typically presenting as exceptional limitations in an ability to recognise and manage emotions linked in with a persistent inability to engage constructively in a variety of social situations / experiences etc.	Behaviour, Emotional and Social Difficulty
3.7	Dyslexic Tendencies	A specific learning difficulty typically presenting itself in one or more of the main areas of literacy – namely reading and spelling. Students will have difficulties with working memory and often organisational skills. A commonly used indicator is where there is a clear discrepancy between literacy skills and intelligence / general ability –	Specific Learning Difficulty – *with note "Dyslexic Tendencies"*

		though students of all ability levels may have dyslexia.	
3.8	**Dyspraxia**	A specific learning difficulty based around the brain's transmission of signals that control gross and fine motor skills - typically affecting planning of movements and co-ordination. Can also impact on language development.	Specific Learning Difficulty – *with note "Dyspraxia"*
3.9	**Dyscalculia**	A specific learning difficulty typically presenting itself in one or more of the main areas of Math / numeracy – namely use of symbols, acquiring arithmetical skills particularly those requiring use of working memory, and spatial understanding. On the surface, these often relate to basic concepts such as: telling the time, calculating prices and handling change, and measuring and estimating things such as temperature and speed.	Specific Learning Difficulty – *with note "Dyscalculia"*
3.10	**Hearing Impairment**	Difficulties based around fully or partially reduced functioning in one or both ear's ability to detect and/or process sounds. Caused by a wide range of biological and environmental factors, loss of hearing typically arises in young people from a genetic / biological condition or injury to part/s of the ear.	Hearing Impairment
3.11	**Moderate Learning Difficulties**	Definitions of Moderate Learning Difficulties vary. However, a common understanding is that there must be substantial difficulties (3+ years below standard progress) in two or more of the following areas: literacy, numeracy, speech and language, social skills, memory,	Moderate Learning Difficulty

		concentration - typically in conjunction with an exceptionally low score on an individual test of intelligence and notable low self-esteem / independence in learning.	
3.12	Oppositional Defiant Disorder	A psychological condition presenting itself as an ongoing pattern of disobedient, hostile, defiant and deliberately subversive behaviour toward authority figures / systems of authority which goes beyond the bounds of normal childhood behaviour. Often linked with ADHD and can develop into other more severe conditions such as Conduct Disorder.	Other Difficulty / Disability – *with note "Oppositional Defiant Disorder"*
3.13	Physical Difficulty	Difficulties based around a full or partially reduced muscular-skeletal functioning in part/s of the body. Caused by a wide range of biological and environmental factors, this type of difficulty typically arises in young people from a genetic / biological condition, a medical condition or a significant injury.	Physical Difficulty
3.14	Speech, Language and Communication Needs	A range of specific learning difficulties related to all aspects of communication in children and young people. These can include difficulties with fluency, forming sounds and words, formulating sentences, understanding what others say, and using language for socially and learning.	Speech Language or Communication Need
3.15	Visual Impairment	Difficulties based around fully or partially reduced functioning in one or both eye's ability to detect and/or process images. Caused by a wide range of biological and	Visual Impairment

		environmental factors, loss of vision typically arises in young people from a genetic / biological condition or injury to part/s of the eye.		

The following two areas are not classed as a learning difficulty, condition or disability but are a formally identifiable area of need.

3.16	English as an Additional Language	Referring to students who were born in Britain for whom English is not the first language as home and for students not born in Britain, having arrived in the country after the acquisition of their first language (typically 5 years old or over).	EAL	Other Difficulty / Disability – with note "EAL"
3.17	Medical Needs	Refers specifically to students with a medical condition that is permanent / ongoing and is likely to interfere with attendance to school and participation in a full mainstream curriculum.	Med	Other Difficulty / Disability – with a note naming medical condition

4) Levels of Response

In line with the SEND Code of Practice, schools are to provide graduated responses to additional needs within the student population. These are briefly described below:

	Type	Description
4.1	Monitoring	Students who are viewed to be at risk of not making adequate progress – but are currently making adequate progress through universal / Wave 1 responses and are reported to have no immediate foreseeable difficulties– are placed in the 'Monitoring' category.
4.2	Interventions and support	Students who are not making adequate progress but with a mix of Wave 1 and Wave 2 responses are expected to narrow the gap.
4.3	SEND (School Support) (Previously School Action +)	Students who are not making adequate progress despite receiving targeted / incidental support and access to interventions through School Action – but through Wave 2 and Wave 3 responses are expected to narrow the gap between their academic performance and peers.
4.4	Referred for a Statement of SEN → Education, Health and Care Plan (EHC)	Students at 'SEN support' who through agreement of parent/carer, leadership team and external agencies (including specialists) are referred for Statutory Assessment with a view to acquiring an Education, Health and Care plan– this process can take time to complete, therefore SEN Support classification and measures continue to apply.
4.5	Statement of SEN → Education, Health and Care Plan (EHC)	Students who have an active Statement of Special Educational Needs or EHC plan, outlining statutory action to be implemented by the school and external agencies will be placed in this category.

The graduated response detailed above broadly mirrors the model outlined below. Therefore sometimes these terms are used interchangeably.

Wave	Description
Wave 1 - Universal	School-based approaches designed for the benefit of all students. Quality First teaching – differentiated
Wave 2 - Targeted	Additional school-based approaches for small groups of students. E.g. 1st Class at Number
Wave 3 - Personalised	Additional school-based and external agency approaches for individual students. E.g. Reading Recovery, Dyslexia programme

5. Core Practices and Processes

There are a number of core practices and processes that are undertaken in order to identify, respond to and review additional and special educational needs within schools.

	Practice / Process	Description
5.1	Access Arrangements	Additional support for students sitting exams / controlled assessments.
5.2	Additional Needs Register/SEND Register	A document holding information on all students identified as having additional needs.
5.3	Annual Review	A legally-binding yearly review of needs and support arrangements for a student with a Statement of SEN. Involves written reports and a meeting between all relevant parties.

5.4	EHA	An assessment process, through completion of an Early Help Assessment form, used by the any professional when referring to external agencies and designed to bring health and education services together in a 'Team around the Family (TAF) approach.
5.5	Health Care Plan	A document holding information on a student's medical needs with advice on responses where necessary.
5.6	In-class Support	Strategies and additional staffing put in place to ensure the inclusion and achievement of a student or group of students in the mainstream classroom.
5.7	Provision Map	A document to plan and record actions being undertaken to meet the additional needs of a student.
5.8	Internal Report	A report completed by teachers / support staff to inform an Annual Review.
5.9	Intervention	Small group or individual programmes of study for students with identified additional needs.
5.10	Liaison	Any work undertaken that involves communication and collaboration with parents/carers, colleagues and external agencies to ensure the inclusion and achievement of a student or group of students with additional needs.
5.12	Personal Educational Plan (PEP)	A document to plan and record actions being undertaken to ensure the well-being and progress of students registered as 'Child in Care' / 'Looked-after Child'.
5.13	Standardised Test	A test of intelligence or skill area measured against established norms / averages for that age group. A standardised test will typically lead to a 'standardised score', 'age equivalent score' and a 'percentile rank' which can inform psychological / diagnostic reports.
5.14	Statutory Assessment	Assessment of a student's needs undertaken by the school, educational psychologist and Local Authority

		to determine whether an ECHP is needed (Education and Health Care Plan)
5.15	Statement of SEN → Education, Health and Care Plan (EHCP)	A legally-binding document outlining funding and provision to be implemented by the school and other agencies in support of a young person.

Last reviewed and updated on 21.09.21