



LGB Policy Name & Reference	Special Educational Needs & Inclusion Policy
Review Frequency:	3 Yearly or in response to change in legislation or Government Policy
LGB Approval Body:	Full Governing Body
LGB Governor Responsible:	Charlie Usher
Date of Last LGB Academy Review:	June 2020
Date of Next LGB Academy Review:	July 2023
Other Key Staff or Partners:	Sally Devlin: Special Educational Needs Co-ordinator; Designated Teacher for Looked After and Previously Looked After Children; Renske Meiring: Assistant Principal, Line Manager of SEND Department, Designated Safeguarding Lead, Send Officer LBWF.
Appendices:	A: A Graduated Approach to SEN and Underachievement B: Staff Concerns Forms C: Staff Guidance Slips
Related Legislation and Guidance:	The Children and Families Act: Section 69; The Special Educational Needs and Disability Regulations 2014; SEND Code of Practice: 0 to 25 years. DfE, Jan 2015; Schools SEN & Disability Information Report Regulations (2014); Equality Act 2010 (Specific Duties) Regulations 2011; Equality Act 2010 and Schools: Departmental Advice for school leaders. School staff, governing bodies and local authorities. DfE, May 2014; Statutory Guidance on Supporting students at school with medical conditions (April 2014); Teachers Standards (2012); The Designated Teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities, Feb 2018 update.
To be Read in Conjunction with LGB Academy Policy:	Safeguarding Policy Equality and Inclusion Policy Accessibility Plan Complaints Procedure
Signed on behalf of [the name of the individual academy]	Date:
	No of Pages in addition to this Cover Page: 10



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1. Introduction

- 1.1 The purpose of this policy is to ensure that individual Academies within The Exceptional Education MAT have clarity in relation to provision for students with special educational needs or a disability.

2. Aims

- 2.1 The aim of the Academy's Special Educational Needs and Inclusion Policy is to ensure that all students who attend the academy will have access to the highest quality education possible and be fully included in all aspects of school life
- 2.2 To maintain the good reputation of The Exceptional Education Trust and its Academies by implementing this policy fairly and consistently in all instances to limit any complaint against the Trust of the Academies within it.
- 2.3 The aim of this policy is to ensure that all staff who are employed by Norlington School and 6th Form understand academy policy, and their responsibilities, in relation to Special Educational Needs, Disability and Inclusion.

3. Responsibilities

- 3.1 The Multi Academy Trust Board of Directors is responsible for ensuring that the Local Governing Bodies of the Academies within the MAT have a Special Educational Needs and Inclusion Policy in place and that there is consistency across the MAT Academies.
- 3.2 The Local Governing Body (LGB) of Norlington School and 6th Form is responsible for adopting a clear Special Educational Needs and Inclusion Policy; this may be delegated to a sub-committee of the full LGB and is named on the cover page for this policy. The named Local Governor with oversight of the Special Educational Needs and Inclusion is named on the Cover Sheet of this document. The Governing Body will ensure that the school is meeting all their statutory obligations with regard to SEND and Inclusion and set out in *The 0-25 Special Educational Needs and Disability Code of Practice 2014*. In addition, it is the responsibility of the LGB to act consistently and fairly when dealing with appeals or complaints in relation to this policy.
- 3.3 The Principal is responsible for ensuring that working arrangements allow for the full implementation of the Special Educational Needs and Inclusion Policy, that all employees are aware of the policy and related procedures and comply with legal requirements.
- 3.4 A member of the SLT team will be appointed to line-manage the work of the SENCO, who is named on the Cover Sheet of this document.
- 3.5 The Special Educational Needs Co-Ordinator (SENCO) is responsible for ensuring that the SEN & Inclusion Policy is adhered to and that all students are fully included in all aspects of school life. The SENCO will:

Day to day

- liaise with the parents of students with SEN and disabilities, including reviewing the needs and progress of the students.
- be a key point of contact with external agencies, especially the local authority and its support services
- maintain the SEN register, regularly update it and the SEN provision map, and ensure staff know how to access and use these documents.
- manage the provision for SEN students including Speech and Language therapy, counselling and mentoring. Ensure the referral system is robust and evaluate the effectiveness of the sessions.
- Ensure that interventions are, as far as possible, evidence based. Monitor and evaluate provisions, and maintain resources and specific interventions to ensure appropriate provision.
- Ensure that teachers are aware of the provision. At Key stage 3 this will largely be numeracy and Literacy catch up reading programmes. At KS4, in line with best practice TAs will liaise with subject teachers to ensure that interventions are relevant and effective.



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Transitions

- ensure that transitions are smooth for students on the SEN register:
 - Year 7 students
 - students that start mid-year
 - those that are leaving the school -liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- ensure that students with EHC Plans and higher-level needs are fully prepared for work experience and that their employers understand their needs and how these can be met.

Progress

- track progress using school-based and statutory assessment data.
- liaise with HOD and HOY about the progress data
- use this data as part of provision planning and review

External agencies

- ensure best practice is followed by liaising with other schools and partners, including, SendSuccess,
- work with educational psychologists, health and social care professionals, and independent or voluntary bodies to ensure needs of students are met

Other duties

- oversee the day-to-day operation of the policy
- advise on the deployment of the school's delegated budget and other resources to meet student's needs effectively
- work with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensure that the academy keeps the records of all student with SEN up to date. This includes the following tasks:
 - complete relevant documentation required for additional funding for students at SEN Support, those with an EHC plan or Additional Top-Up Funding.
 - monitor and evaluate the SEN provision and report to the governing body.
 - provide 3 SEN reviews for students with SEN and their families per academic year.
 - ensure that teaching staff and families understand the graduated approach – plan, do, assess, review.

3.6 The SENCO is also the Designated Teacher (DT) for Looked After Children and carries out associated duties.

3.7 Staff are responsible for ensuring their familiarity with and understanding of the Special Educational Needs and Inclusion Policy and comply with it when carrying out their duties. Where the policy or related procedures are not understood, it is the responsibility of staff to direct questions to the named member/s of staff named on the cover sheet of this policy.

4. Policy Statement

4.1 The Academy takes a whole school inclusive approach to students with special educational needs and disabilities (SEN), recognising that the aims of the school are the same for all students whatever their abilities.

4.2 The Academy is committed to providing an appropriate and high-quality education to everyone within its community. We aim to address a wide range of needs of students with SEN by striving to give **every** student, **every** day, **every** opportunity to succeed and achieve their best. We seek to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all our students.

4.3 Within the Academy, every young person is equal, valued and unique. We aim to provide an environment where all our students feel safe and develop the emotional resilience they need to



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become successful, independent learners. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

- 4.4 We believe that early identification, assessment, appropriate provision and its impact on students' progress, both in terms of academic achievement and social and emotional development, will enable them to make a successful transition into adulthood. We also believe that families have an important role to play in achieving this aim so ensure there are regular formal opportunities for review of each student's progress and provision.
- 4.5 Our core objectives are;
- a) to ensure equality of provision for young people with special educational needs and disabilities (SEN)
 - b) to provide full access for all young people to a broad, balanced and relevant curriculum
 - c) to ensure that the needs of young people with SEN are identified, assessed, provided for and regularly reviewed to improve outcomes
 - d) to enable students with SEN to achieve their potential
 - e) to work in partnership with parents/carers to enable them to make an active contribution to the education of their child and be fully involved in decision making
 - f) to take the views, wishes and feelings of the young person into account
 - g) to provide detailed information about the arrangements for identifying, assessing and making provision for students with SEN
 - h) to ensure that students with SEN have good access to career advice and understand their options at post 16

5. Definition of SEN

- 5.1 The Academy recognises the definition given in the SEN Code of Practice - that a student has a SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty if he or she:
- has a significantly greater difficulty in learning than the majority of others of the same age
 - has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 provisions.

6. Categories of Need

- 6.1 SEN is broadly categorised in four key areas of need:
- Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and/or physical
- 6.2 A student's SEN may fit into more than one area of need.
- 6.3 The following are **NOT** considered to be reasons for placing a student on the SEN register although they may impact on progress and achievement:
- Disability
 - Having a disability in itself does **not** mean that a student will have SEN. Current Disability Equality legislation places a duty on the school to provide 'reasonable adjustments' for inclusion of students with a disability. However, where the disability impacts on a student, such that they have a 'significantly greater difficulty in learning than the majority of others of the same age', a decision may be made to place them on the SEN register.
 - Attendance and Punctuality/ Health and Welfare
 - English as an Additional Language (EAL)
 - Being in receipt of a Pupil Premium Grant (PPG)
 - Being a Looked After Child



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- Being a child of a Serviceman/woman
 - Behavioural needs. With regard to behaviour, we aim to identify the underlying causes of behaviour in order to identify SEN rather than focusing on the behaviour itself.
- 6.4 The purpose of identification of SEN is to work out what action needs to be taken and what provision should be made for a young person; it is not simply a process of finding a label. This will involve considering the needs of the student as a whole, not just their SEN.
- 6.5 **Additional educational needs** refer to the needs of groups of children and young people who for a variety of reasons may face additional barriers to education and learning. This makes it more difficult for them to achieve their full potential. This is different to children with Special Educational Needs. Students **who may require additional support at particular times include:**
- Looked after children (this would be managed and reviewed through their Personal Educational Plan)
 - Newcomers
 - School age fathers
 - Travellers
 - Roma
 - Children of service personnel
 - Children that bully or are bullied.
 - Children that have been suspended and are at risk of exclusion
 - Children that may be schooled at home due to ill-health
- 6.6 A record of students with Additional needs will be kept with the SEN register. The SENCO, DT and Head of Year will work together to ensure that the needs of these students are met. If considered necessary, they will have termly Reviews with the SENCO and HOY.

7. Identification, Assessment and Review Arrangements: A Graduated Approach to SEN

- 7.1 SEN support at Norlington comprises of a four-part cycle. See Appendix A for summary flow chart.
- 7.2 The identification of SEN is built into the overall approach to monitoring the progress and development of **all** students in school. **All** teachers are responsible and accountable for the progress of students with SEN in their classroom. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.
- 7.3 The SENCO liaises closely with their counterparts in the primary schools to collect information about all students on the SEN register to ensure a smooth transition from Key Stage 2 to Key Stage 3. Parents of Year 6 children on the SEN register have an interview with the SENCO in the summer term prior to joining Norlington School. Students with EHC Plans and higher-level needs are invited into school for additional transitional visits. The information gained from this transition process is used to create one-page Pupil Passports that outline needs and strategies to use with each student for their new teachers to use.
- 7.4 Subject teachers, along with key senior and middle leaders in the school, make regular assessments of progress for all students. With regard to the identification of SEN, this monitoring seeks to identify students who are making less than expected progress given their age and individual circumstances.
- 7.5 In addition, staff may refer concerns about students using the *SEN Teacher Referral Concerns Form*. The Head of Year would also normally be copied into this communication. If, subsequently, the concerns relate to the student's emotional wellbeing, mentoring or counselling may be offered and Head of Year/Senior staff may request this for the student utilising the Counselling Referral Form. See Appendix B for both forms.
- 7.6 Less than expected progress is defined as progress which:
- 1) is significantly slower than that of their peers starting from the same baseline
 - 2) fails to match or better the child's previous rate of progress



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3) fails to close the attainment gap between the student and their peers

4) widens the attainment gap.

7.7 There are four stages to the graduated approach:

a) Stage 1: Assess

Teachers, support staff and the SENCO will carry out an analysis of a student's needs at the start of Year 7 using information from primary school and school assessments. This will identify what provision needs to be made in order to facilitate progress, including how quality first teaching can be adapted in order to target the student's area of weakness. If they are identified as having Special Educational Needs they will be added to the SEN register. Information about their needs and strategies to use will be added to the SEN register. Students that have higher level needs will have a detailed one-page Pupil Passport created that outlines strengths, difficulties and effective strategies.

If a student is identified by the school as having SEN they will be placed on the register for 'SEN Support', parents/carers will be informed and asked to contribute to the initial assessment of needs. Students are at the centre of this process, so their views will be sought on what they find difficult and what helps them to learn more effectively. The Provision Map for each individual student is recorded in a provision management system which identifies provisions attended: At termly reviews throughout the year and at the end of the year progress and provision is reviewed and altered depending on needs. These meetings will include:

- personalised SMART targets
- personalised success criteria to evaluate the effectiveness of the provision for the individual student

b) Stage 2: Plan

At the initial assessment and termly progress review meetings, the SEN team will work in collaboration with students and their parents/carers to agree what additional provision needs to be offered to facilitate progress towards agreed targets and ensure the student is fully included in all aspects of school life. All adjustments, interventions, support and a review date will be agreed with staff, parents/carers and student. This will be recorded in the school provision management system.

c) Stage 3: Do

Subject teachers will remain responsible for working with the student on a daily basis and retain responsibility for their progress and outcomes. The SENCO will ensure that subject teachers are aware of the nature of any additional support being provided and the expected outcomes or specialist recommendations with regard to that intervention. This is to enable subject teachers to support the transference of skills to the classroom context and be involved in assessing impact.

d) Stage 4: Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed termly with a member of the SEN team. Subject teachers, working with the SENCO, will revise the support in light of the student's progress. If a student does not make expected progress over a sustained period of time, despite targeted intervention, the SENCO, in consultation with the student, parents/carers and teaching staff, will consider involving external specialists. These may include the Educational Psychology Service, Speech and Language Therapy, SendSuccess, Outreach Teachers, Early Help, the Social Inclusion Team, Occupational Therapy, the Early Intervention and Prevention Service and, when appropriate, Social Services and the Looked After Children Team.

8. Exam Access Arrangements

8.1 The SENCO will:



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- ensure that the Exam Access Arrangements are carried out
- ensure that all staff that act as invigilators, prompts, readers and scribes are trained in line with JCQ guidelines
- ensure that JCQ guidelines are followed in the SEN area during GCSEs.

9. The Waltham Forest Education, Health and Care Pathway

- 9.1 Where a student is identified as needing provision beyond the nationally prescribed threshold as prescribed by the local authority, the school can make a referral to the Education, Health and Care Pathway. This page provides an overview on how referrals are managed. Comprehensive information for parents/carers can be found via: <https://www.walthamforest.gov.uk/service-categories/local-offer>
- 9.2 The SENCO will make a referral to the SEN Team and provide evidence of the action taken as part of SEN support. Referrals can also be made by parents/carers; young people over the age of 16 and other professionals.
- 9.3 If there is agreement that a referral for an EHC assessment or additional top-up funding may be appropriate, a meeting with the student, parents or carers, the SENCo, SEN Officer and any other professionals involved with the student, will be held to discuss:
- the IEP
 - what is working and what is not working for the student
 - what matters to the student and what is important for the student
 - what support is in place and what is needed for the future
 - the eligibility criteria
 - whether further assessments and support can be provided through the Local Offer
 - whether a statutory or non-statutory plan is required.
- 9.4 The following evidence will need to be provided for the meeting:
- evidence of the student's academic attainment and rate of progress (progress measured through school data)
 - information about the nature, extent and context of the child or young person's SEN (including the CAF and any assessments from external professionals)
 - evidence of three term's provision provided by the school. If the need is very great it may be looked at in a shorter time frame.
 - evidence that where progress has been made, it has only been as the result of additional intervention and support that is over and above what is usually provided
 - evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals
 - reports by the Educational Psychologist and/or other agencies that have been completed within 9 months from the date of the application.
- 9.5 The eligibility criteria for EHC assessment is decided by considering all of the following: whether the student has severe and/or complex long-term needs that affect their everyday life.
- whether the student requires provision and resources that are not normally available in the school setting.
 - whether the student requires intensive help and support from more than one agency (e.g. Health/Education/Care or Health/Education, Education/Care).
 - whether, despite high levels of support, the student is making limited or no progress.
 - whether there is evidence of a graduated response, i.e. appropriate interventions, support and resources available through the Local Offer have already been put in place and the expected progress has not been made.



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- 9.6 If the student's needs are severe and complex and the student meets the eligibility criteria, support will be considered as high needs and a statutory EHC assessment will be started when there are three terms of provisions that have been reviewed. This process can be sped up if the need is profound.
- 9.7 The SEN Officer will take the outcomes of the meeting and recommendations to the multi-agency SEND panel to make a final decision.

10. Criteria for Exiting the SEN Register

- 10.1 A student may be removed from the register where it is felt they have made sufficient progress towards agreed targets such that:
- they **no longer** have a significantly greater difficulty in learning than the majority of others of the same age, or
 - their disability **no longer** prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.
- 10.2 This decision will be made in discussion with the student and their parents/carers or carers and at a review meeting. The decision will be discussed by the SNECO and the line manager of the SEN and Inclusion Department and overseen by the Principal. However, the progress and access to the curriculum of any students who has been removed from the SEN register will continue to be monitored to ensure that there are no further concerns.

11. Working with Parents/Carers and Families

- 11.1 Norlington School values the important role that parents and carers play in their child's education. Parents or carers are always informed when their son is placed on the SEN register and Parent Partnership Service information is given to them.
- 11.2 Details of organisations can be found at:
<https://senteam@walthamforest.gov.uk>
<https://whitefield.org.uk>
- 11.3 Parents and carers are fully involved in the assessment and review process. Interpreters are arranged for those who require translation during meetings.
- 11.4 The Heads of Year are fully involved in supporting students with SEN in a variety of ways, including regular monitoring of their participation in learning; monitoring their progress at the end of a reported cycle; liaising with form and subject teachers; liaising with parents/carers; and meetings with outside agencies, as appropriate. They contribute to Code of Practice review meetings. The Common Assessment Framework (CAF) is used to coordinate support for students and their families who have a range of needs.

12. Medical Conditions

- 12.1 Academy will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support students with medical conditions. The school policy for Supporting Students with Medical Conditions can be found on the website or a hard copy requested from the school.
- 12.2 Where a student also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.

13. Accessibility

- 13.1 We are committed to providing fully accessible environments which value and include all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative



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attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

13.2 We will work to ensure the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as able-bodied students. This covers teaching and learning, and participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these students in accessing the curriculum.
- improve the delivery of written information to students, staff, parents/carers and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

14. Monitoring and Evaluating the Success of Provision

14.1 A variety of methods are used to monitor and evaluate the provision and achievements for the young people with SEN:

- regular observation of teaching by the middle and senior leadership team;
- regular observation of TAs by the SENCO
- analysis of assessment data, with at least three levels of progress expected between key stage 2 and 4 for all students
- the SENCO and Educational Psychologist have a twice-yearly review of progress of students assessed Educational Psychologist
- regular ongoing review of progress with the Speech and Language therapist
- assessment records that illustrate progress over time – e.g. reading ages, pre and post assessments for those students who are withdrawn for targeted interventions
- accelerated reader data used to monitor progress
- students' performance position in relation to individual targets
- monitoring by the governor with responsibility for SEN
- the views of parents/carers and students
- regular meetings between SENCO and senior leaders
- SEND officer present at PCR meetings to check that the provision outlined on the EHCP is being delivered
- Provision management is used as a basis for mapping individual provision and monitoring the impact of interventions.

15. Access to the Curriculum

15.1 All teachers are responsible and accountable for the SEN students in their classroom.

15.2 The academy offers a broad, balanced and relevant curriculum that is differentiated to enable all students to access the learning. In planning and teaching, teachers aim to provide suitable learning objectives, meet the young peoples' diverse learning needs and remove the barriers to learning. For the majority of the lessons, students with SEN are taught with their peers in mainstream classes. However, in order to maximize learning, **some** students are withdrawn, individually and in small groups, to take part in targeted, time-limited interventions planned to meet particular needs.



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- 15.3 Teachers and TAs are given one-page Pupil Passports for students with EHC Plans, higher-level needs and those who are LAC, PLAC. Pupil Passports outline pupil needs and strategies to use.
- 15.4 Students with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs.

16. Staff Training

- 16.1 In order to ensure that teaching staff are well equipped to ensure that all students are able to access the curriculum and included fully in the life of the school, staff are provided with opportunities for Continuing Professional Development (CPD) as part of the whole school programme. Every half term, the SENCO has a training slot at the Twilight CPD. Clear guidance is given on strategies to use in the classroom for students with SEN, how best to a TA and strategies to use for students who have suffered trauma (Appendix C). The SENCO ensures that staff are informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training.
- 16.2 To equip all TAs to ensure all students make progress they have regular training. TAs are provided with opportunities for regular CPD as part of the whole school programme delivered throughout the year. They actively participate in whole school Twilight sessions working with teaching staff and follow an appraisal programme with targets and termly observations.
- 16.3 All new members of staff receive and SEN induction. Newly qualified teachers are offered support and in-house training by the SENCO. New members of SEN Team are inducted and trained by experienced members of the team, which includes a clear induction package; opportunities to shadow support staff; and a training programme which focuses on key areas for development for the team as a whole.

17. Complaints Procedure

- 17.1 Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the SENCO attempts to resolve matters, then if required the Principal becomes involved.
- 17.2 If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 29 of the Education Act 2002 to make a complaint. The Governing Body of the individual school will consider the complaint, after which, if necessary the EET and then LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.
- 17.3 Complaints relating to SEN will begin at Stage 2 of the complaints procedure outlined in the Complaints Policy and move through to Stage 4 if unresolved, after which the complaint would move to the Local Authority. This process is summarised here:
 - 1. Parent/Carer writes to the Principal, sets out to resolve the issue and inform the parent/carers in writing of the outcome and actions
 - 2. If not satisfied with the outcome the parent/carers writes to that effect to the Principal, who present the complaint and what has been done to the Chair of the LGB. A solution is agreed and the parent/carers informed.
 - 3. If still not satisfied, the parent/carers writes to the Clerk to the local LGB and a hearing of a Complaints Panel, which will include the Governor responsible for SEN. The panel makes recommendations.
 - 4. If still not satisfied the parent/carers complains to the Local Authority.
 - 5. If the situation is not resolved by the local authority to the parent's satisfaction, they may also consider complaining directly to Ofsted, or the DfE.

18. SEN Information Report



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18.1 This report will be found on the Academy website and will outline the provision it makes within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

19. Data Protection

19.1 The Academy endorses fully the statements and the intent of the Data Protection Act 1998. The Data Protection principles contained in the Act are designed to protect the rights of the individual. Information on students with SEN is stored and managed in line with the Academy's individual school's Policy on Data Protection. Disclosure of information held about students will be shared with external agencies when those professionals are involved in supporting a student. Parents/carers will be consulted about external agency involvement and are often asked to sign a referral form to show their consent.



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APPENDIX A: A Graduated Approach to SEN and Underachievement

End of cycle monitoring of a student highlights concerns with regard to progress.



Stage 1: An assessment of need is conducted by Subject Teachers, the Pastoral Team and the SENCo with support from the SEN Team. This involves looking all the available data, including samples of a student's work and [reading assessments](#). If appropriate, external specialist assessment is requested. This is co-ordinated by the SENCo.



Stage 2: Assessments do NOT suggest the student has a SEN.

Ongoing monitoring and interventions [by the teacher in the class that referred the student](#) are initiated in order to facilitate progress towards agreed targets. This is monitored by the HoY with support from the SENCo, as appropriate.



Stage 2: Assessments suggest that the student has a SEN and a plan for support needs to be created.

They are placed on the register for SEN Support a. Parents/carers are contacted and invited to attend an assessment meeting with a member of the SEN team where:

- an IEP is written
- a plan for provision to meet the individual student's need will be created.



Stage 3: The student, parent or carers and all teachers and support staff carry out the plan.

The information and advice is shared with all staff. The SEN Team will monitor progress to ensure that the provision is appropriate to meet the student's needs. Telephone or email contact will be maintained with parent/carers or carers to offer updates on progress.



Stage 3: Progress is reviewed.

At the end of the next assessed cycle, the student's progress is monitored by looking at all available data.

A decision is made to determine:

- whether the student is no longer a cause for concern.
- whether there is need for specialist assessment to be carried out
- whether further in-class intervention is needed
- whether the student should [be re-assessed to go on the SEN register for SEN support](#).



Stage 4: The student, parent/carers or carers and member of the SEN team hold a meeting to review progress. These reviews will take place three times during the academic year.

Everyone present will:

- identify progress made;
- decide whether the student still needs to be identified on the register for SEN support;
- identify any further support needs;
- identify any further assessment needs;
- agree new targets for development;
- [amend the SEN register or pupil passport \(single page learning profile\) depending on the level of student need and share this with all teaching staff;](#)
- amend the plan for provision;
- set the date for the next termly review meeting.

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APPENDIX B: Pupil Concern and Counselling Referral Forms

COUNSELLING REQUEST FORM

Complete this side of the form only, then have a discussion with the SENCO who will pass over this form.

Student's Name:
Surname:

Person Making Request:

What has been said to
parents/guardian?

Please outline why the student
would benefit from accessing the
counselling service.

Counselling scheduled	VB/NO	
Counselling scheduled		Counsellor Allocated
Counselling started		Counselling Effective
Notes		

ENTRUST COUNSELLING REFERRAL FORM (This side to be completed by SENCO)

Student's name:

Date of referral:

Has the student had a previous referral?

Is the student on the SEN register?

How referred: Self SENCO Teacher/school staff Parents Other

Competent to consent to counselling if not has parent/guardian consent been obtained?

If parent/guardian consent not obtained the school takes responsibility for this (tick box to indicate if yes)

Year Group

U7 U8 U9 U10 U11 U12 U13

Student's Gender:

Male Female Trans

Ethnicity:

Asian (Bangladeshi) Asian (Indian) Asian (Pakistani)
 Asian (East Asian) (Chinese) Black (African)
 Black (Caribbean) White (English/European) Other

Why has the student been referred/self-referred (outline their own initial assessment of the issues at the first session and assessment until the ongoing monitoring with the student):

SEN Teacher Concerns Referral Form

Student's Name

CYCLE 1 CYCLE 2 CYCLE 3 CYCLE 4 CYCLE 5 CYCLE 6

What is the nature of your current concerns?


What have you tried?

What has been the impact of this?


Norlington School and 6th Form Special Educational Needs & Inclusion Policy

Signed: _____ D.: to: _____



	
Date of Request:	
Role in relation to the student:	
Have you informed the student that you will request counselling:	
Signed:	
Office/SENCO Use:	





Norlington School and 6th Form

Special Educational Needs & Inclusion Policy

APPENDIX C: Teacher Guidance Slips

5 ways for teachers to support pupils with high level needs in lessons

This document is for pupils with EHC101 autism, global delay, those that are hearing impaired and those with physical disabilities.

'Even if you are present, the teacher is responsible for the learning and progress of these pupils.' (SEND Code of practice 2014).

Make sure you think about the pupil's needs and how to support them in your classroom and the SEN register.

1. Always sit these pupils at the front of the classroom.
2. Give clear and simple step by step instructions.
3. Repeat instructions or have them written clearly somewhere else.
4. Use visual images when possible.
5. Check understanding at key points regularly throughout the lesson and outline key learning points during the plenary.

Additional strategies that you might find helpful

Ensure they have regular structured opportunities for group and pair work.

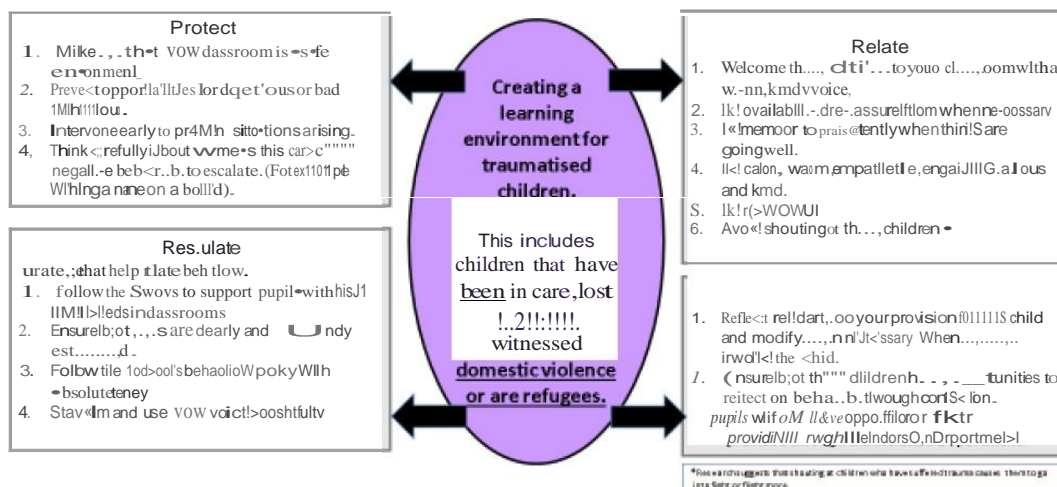
Sit them near a positive role model that can explain things if necessary.

If the pupil has additional learning needs, ensure that they focus on shorter extracts of texts.

Information on these pupils can be found on pupil passports and the SEN register in Curriculum T drive; 1. A SEN Information for staff - SEN F9h/cr 19-20 - n/jpr/nqr/Qo an f/l/p/lit • qtd SEN 8/9/11/Ur

Teaching traumatised children

P and three R's (Protect, Relate, Regulate, Reflect)



How to use TAs effectively in the classroom

1. Ensure they have seen the Cycle sheets and know the key learning and assessment aims of the Cycle.
2. Have conversations about key skills, learning and progress of the relevant pupils.
3. Give them clarity on what you need them to do for the EHC student in that lesson. Ensure that the seating plan allows them to access to the student.
4. Ensure that the seating plan allows the TAs to work with a group of students or to circulate and work with other students on the SEN register.