



New Forest Small School

Policy for Special Educational Needs and Disabilities

Member of Staff Responsible	Alison Alp
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Rationale

Our policy seeks to close the gap between students identified with SEND and other students of the same age. A primary part of our provision is providing high quality learning experience in the classroom for all students, including those with SEND.

The underlying rationale for our SEND Policy is based on the Department for Education's SEN Code of Practice (2015):

Early Years: "All children are entitled to an education that enables them to achieve the best possible educational and other outcomes, and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education."

Primary and Secondary: "All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training."

Our SEND policy is also underpinned by the Equality Act 2010, which states that schools must not discriminate against, harass or victimise disabled children, they must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage. As stated in the SEN Code of Practice, "This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage."

Principles

Our approach is based on:

- Using SEN Code of Practice guidance from the Department for Education & Department of Health and separate guidance from Hampshire Local Authority to identify SEN and plan and make provision (*SEN Support: Guidance for early years providers, mainstream schools and colleges.*)
- Providing support and advice to staff working with students with SEN.

The Code of Practice, 2015 describes 4 categories of need:

- **Communication and Interaction:** children who have difficulty saying what they want to, understanding what is being said, and/or understanding and using rules of social interaction.
- **Cognition and Learning:** children who learn at a slower pace than their peers, even with appropriate differentiation, and/or have specific learning difficulties (SpLD) such as dyslexia, dyspraxia or dyscalculia
- **Social, Emotional and Mental Health:** children who are withdrawn or isolated, displaying challenging or disruptive behaviour, and/or have underlying mental health difficulties (e.g. anxiety or depression, self-harming, substance abuse, eating disorders, or physical symptoms that are mentally unexplained) and/or disorders (attention deficit disorder, ADHD, attachment disorder, etc.)
- **Physical and/or Sensory:** children with visual impairment, hearing impairment, multi-sensory impairment, and/or a physical disability.

We recognise that individual children, especially those with autistic spectrum conditions, may have needs that cut across all of these areas, and that their needs may change over time. The SEN provision for a particular child at NFSS is based on a holistic understanding of their strengths as well as their needs.

Needs are identified by:

- Liaison with previous schools, for children who are joining a Primary or Secondary class
- Reference to EYFS, for children who are moving up from Kindergarten to Lower Primary
- Screening tests and other assessments
- Observation of emerging difficulties in the classroom
- Reference to our 'NFSS Learning for Life' Framework of Aims
- Concerns raised by parents or students
- Concerns raised by teachers
- Concerns raised by other professionals involved with young people.

Factors which may affect progress but do not constitute SEN are:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
 - Attendance and Punctuality
 - Health and Welfare
 - English as an Additional Language.
 - Receiving the Pupil Premium
 - Being a Child in Care
 - Being a child of a person serving in the military

Identifying SEN

- The progress, wellbeing and behaviour of individual children are discussed in the regular staff meetings. Concerns about slow progress and low attainment, persistent disruptive or withdrawn behaviours, or other events that can lead to learning difficulties

or wider mental health difficulties (such as bullying or bereavement) may be raised by subject teachers or by the SENCO in these meetings. An action plan may be agreed if necessary in consultation with parents and students.

- If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach (spearheaded by the DSL's liaison with Child Protection Services) may be appropriate.
- It should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties. This is particularly true of autistic spectrum conditions.
- Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or arises from SEND.

A Graduated Approach to SEN Support

- At New Forest Small School all teachers are responsible and accountable for the progress and development of all students in their classes, including where students access support from support staff. We follow a graduated approach based on the four stages of 'Assess, Plan, Do, Review' set out in the SEND Code of Practice:
 - **Assess** needs in collaboration with parents, students, and other professionals where necessary (e.g. LSAs, specialist teachers, health care providers, social services, educational psychologists, etc.);
 - **Plan** evidence-based interventions and support delivered by practitioners with relevant skills and knowledge, with a clear focus on the outcomes that are being sought and the expected impact on progress, development and/or behaviour (either through the formal EHCP process, where applicable, or through an in-school Individual Education Plan process for those with less complex needs);
 - **Do** the agreed actions, with support from the SENCO;
 - **Review** the quality and impact of the interventions regularly, with reference to the child's progress and development.
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- It is important to distinguish between support available to help all students achieve their potential, general support for those at risk of underachievement, and SEN Support for students specifically identified as having a special educational need.
- SEN Support is determined by the SENCO based on based on guidance in *SEN Support: Guidance for early years providers, mainstream schools and colleges*. Interventions to support an individual's progress are determined based on this. A student may have a recognised disability (e.g. dyslexia) but may not meet the criteria and threshold for SEN Support.
- For higher levels of need the school draws on the support of a wide range of other professionals. If the school believes that it cannot meet a student's needs through SEN Support then a formal Education, Health and Care Needs Assessment may be requested. A parent may also make a request for a Statutory Assessment directly to the Local Authority.
- Students are placed on SEN Support based either on information from a previous school at transfer or in consultation with staff and a student's parents where new needs are identified.
- A student's needs will be assessed, planned for and progress reviewed after an appropriate intervention. This may include a formal EHCP process in the case of students with complex needs, or may be carried out within the school for those who do not meet the criteria for EHCP assessment (see below). The school's Individual Education Plans are available on a school SEND database which all teachers and LSAs can access, for essential information about a student's individual needs.

- Individual Education Plans (with targets drawn from Education, Health and Care Plans where applicable, or identified by the SENCO in collaboration with class teachers in the case of those who do not meet the criteria for an EHCP) are reviewed within the school during the Annual Review process..
- Education, Health and Care plans are reviewed annually with all stakeholders
- The SENCO responds (usually within 48 hours) to all phone calls and emails from parents who have a concern their child may have SEN.

SEN Support at Different Stages

Early Years (Kindergarten)

NFSS is committed to identifying students with SEND at the earliest opportunity. We use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- o communication and language
- o physical development
- o personal, social and emotional development
- o literacy
- o mathematics
- o understanding of the world
- o expressive arts and design

The Early Years Foundation Stage (EYFS) Profile provides all children with a statutory assessment, usually in the final term of the year in which they turn five, although the school may use its discretion to complete the profile at an older or younger age. The EYFS Profile is used to give parents, teachers and (where appropriate) other professionals an overview of the child's knowledge, understanding and abilities, and to identify any future support needs as they move up from Kindergarten to Lower Primary. The school keeps records according to the requirements of the EYFS Framework.

We recognise that a delay in learning and development in the early years does not always mean that a child has SEND, i.e. a learning difficulty or disability that calls for special educational provision. Similarly, difficult or withdrawn behaviour does not always mean that a child has SEND. In particular, children with challenging home environments and those for whom English is an additional language may face difficulties that are not defined as SEND.

Primary and Secondary Classes

- o The SENCO holds regular consultation for parents of students with SEND. One of these meetings is the full parental consultation evening, which the SENCO attends. Parents are encouraged to contact the SENCO at any time if they have a concern.
- o The Annual Review process, which includes a section for general comments relating to the school's 'NFSS Learning for Life' Framework of Aims, may highlight concerns around specific skills that a student has not yet acquired (in comparison to others of the same age) and facilitate the identification of emerging SEND or progress that is slower than expected.

- o For all students Subject Leaders monitor the quality of teaching for all students (including those at risk of underachievement) within their department, and have an overview of each student's progress (in relation to the 'Learning for Life' framework as well as attainment). **High quality teaching, differentiated for individual students, is the first step in responding to students who may or may not have SEND.**
- o The SENCO and Head Teachers regularly visit lessons to have an overview of teaching and learning for all students, including those with SEND, and to give individual advice and support to teachers.
- o The Primary and Secondary staff meetings (normally held weekly, sometimes fortnightly) provide an opportunity for staff to discuss the progress of individual students and review their learning across the whole curriculum. At these meetings, previously unidentified SEND may come to light (often through the discussion of challenging behaviour or specific problems with learning that have been identified in two or more classes) and teachers can share ideas about possible interventions.
- o The school is committed to ensuring that students with SEND participate in the activities of the school alongside those who do not have SEND.
- o Teachers are encouraged to have high expectations of all students, including those with SEND, and set targets that are deliberately ambitious. Lessons are planned to identify and address possible areas of difficulty in advance, as well as building on pupils' strengths, so that pupils with SEND are enabled to access the full national curriculum to the greatest extent possible,
- o The school is conscious of the need to provide extra support for students with SEND at transition stages from Kindergarten to Lower Primary, from Lower Primary to Middle or Upper Primary as appropriate, and from Upper Primary to Secondary. For students with SEND joining the school in KS2–4 the SENCO liaises with their previous school to gather information about their needs and how they can be supported.
- o Within school years, the IEP and EHCP provide new teachers and LSAs with a detailed picture about a student's SEND.
- o The SEND overview spreadsheet, which summarises key recommendations from each child's IEP or EHCP in a single document organised by class (currently Secondary classes only; extending to Upper Primary from September 2018), can be used by all teachers and LSAs for tracking pupils' targets, interventions and progress.

Upper Secondary

- o In the Upper Secondary classes, outcome setting should focus on preparing students for adulthood as well as for public examinations.
- o The school engages with further education providers as necessary to support transitions.
- o Tailored careers guidance is available for all SEN students to help them develop high aspirations about employment, independent living and community participation.
- o The school works with employment services, businesses, housing agencies, disability organisations, arts and sports groups, and people who are successful in their work or have made a significant contribution to their community (including adults with disabilities), to help students understand what is available to them as they get older, and what it is possible for them to achieve.
- o For students with EHC plans, Personal Budgets can be used to access activities that promote greater independence and important life skills.

The Role of the SENCO

The role of the SENCO includes, but is not limited to:

- o ensuring all teachers understand their responsibilities to children with SEN and the school's approach to identifying and meeting SEN
- o advising and supporting colleagues
- o ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- o liaising with other professionals or agencies as appropriate, and in particular, supporting the Education, Health and Care needs assessment process as detailed below.

Supporting Students and Families – A Holistic Approach

- The Local Authority has provided signposting to services available to parents through its Local Offer. This can be found at www.hantslocaloffer.info.
- The school has close links with other agencies and liaises closely with local health services, charities and local authority services to provide high quality support to families. Post 16 the school actively works with colleges and/or other learning provision, such as apprenticeships, where there is a concern about transfer and provides information to colleges on each student's needs and the support that they require to enable them to achieve their potential.

Supporting Students at School with Medical Conditions

- New Forest Small School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some students may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.
- The school makes staff aware of medical conditions and arranges training as appropriate for staff. Further details are available in the Medical Conditions Policy.

Education, Health & Care Needs Assessment

Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

The school has a specific right to ask a local authority to conduct an EHC needs assessment if there are concerns about a particular student. An EHC needs assessment may also be requested by a parent, or by a student on their own behalf if they have reached the age of 16.

In requesting the local authority to conduct an EHC needs assessment, the SENCO will:

- o Formally notify the parents (although they will normally have been actively involved in the process of assessing and supporting the student already);
- o Take into account the student's views, wishes and feelings;
- o If the student is visually impaired and/or hearing impaired, consult with a person who is specifically qualified to teach students with these impairments;

- o If there are any safeguarding or welfare issues, take appropriate action in accordance with the school's Safeguarding Policy;
- o Provide the local authority with:
 - o evidence of the student's academic attainment (or developmental milestones in younger children) and rate of progress
 - o information about the nature, extent and context of the student's needs
 - o information about outcomes that are relevant for the student's age and phase of education, and strategies for their achievement
 - o if applicable, the findings of any consultation with a person who is qualified to teach students who are visually impaired, hearing impaired, or both
 - o full details of any safeguarding or welfare concerns
 - o evidence of action that the school has already taken to meet the student's needs
- o Comment on the amount of provision that they believe the student requires

If an EHCP is issued by the local authority, the SENCO will take responsibility for:

- Informing staff of the appropriate outcomes and targets
- Arranging special provision as required
- Inducting and training Learning Support Assistants as necessary
- Setting specific, shorter-term targets that will contribute towards the achievement of the overall EHCP outcomes
- Monitoring the student's progress regularly in collaboration with other staff
- Reviewing and, if necessary, amending the shorter-term targets to ensure that the student remains on track to achieve the outcomes listed in their EHCP
- Providing assurance that any person engaged to work on school premises to support a student in achieving their EHCP outcomes will follow the normal policies and procedures of the school
- Keeping a written record of direct payments received from Personal Budgets, and a statement of income and expenditure
- Leading the annual EHCP review process (see below)
- Taking any other action that may be necessary to ensure that the outcomes listed in the EHCP are attained

Educational Provision for Students with Education, Health and Care Plans

Learning Support Assistants

- o Learning Support Assistants (LSAs) may be recruited by the school, parents, and/or external agencies to work directly on an individual or small-group basis with students who have an Education, Health and Care Plan, if this is felt to be helpful for supporting the students to achieve the outcomes and shorter-term targets listed in their EHCP.
- o LSAs will normally be funded from the student's Personal Budget.
- o Recruitment of LSAs will be done in accordance with the school's safeguarding policy, with mandatory Extended DBS Check with Barred List Checks for every applicant, and all appointed LSAs will be entered into the Single Central Register of staff.
- o In addition to the formal EHCP outcomes and shorter-term targets, the LSAs will also work with their student(s) to help them achieve the school's own aims as set out in its 'NFSS Learning for Life' Framework, described in the Teaching and Learning Policy.
- o In the case of Secondary students only, LSAs will also work with their student(s) to help them achieve the learning outcomes included in GCSE (9-1) specifications, or those of other qualifications (e.g. ASDAN Functional Skills qualifications), as outlined in the EHCP or as decided by the school.
- o Learning Support Assistants working with students do not normally communicate with parents directly about needs or progress, but they may contact parents to make specific requests in

relation to resources. The SENCO has overall responsibility for liaison with parents about the emotional and social well-being of students with SEN, and their progress in relation to EYFS targets, EHCP targets and/or the school's own 'NFSS Learning for Life' Framework as applicable, in addition to their academic progress.

- o The LSAs Policy and Practice Working Group meets termly and provides LSAs with an opportunity to contribute to policies that affect them directly (e.g. Equalities and Cohesion Policy, SEND Policy, Accessibility Plan), to exchange ideas, and to share best practice.

Compatibility with the Efficient Education of Others

- o The SENCO will take reasonable steps to ensure that the inclusion of a student with an EHCP in a particular class is not incompatible with the efficient education of others.
- o In doing so, the SENCO will take into account the practicality of the steps, financial and other resource implications, the extent of any disruption that taking the step would cause, and whether they believe the steps will be effective in removing the incompatibility.
- o Examples of reasonable steps that may be taken to support the inclusion of students with EHCPs, are listed in Appendix A.
- o Where a student with an EHCP cannot be included in the class that is most appropriate for their age without compromising the efficient education of others, e.g. because where the child or young person's behaviour systematically, persistently or significantly threatens the safety and/or impedes the learning of others, the school may place them in an alternative class or make arrangements for segregated provision such as one-to-one or small group sessions with LSAs, either for specific subjects or across the whole curriculum as appropriate. Such decisions will be taken in consultation with parents and with the student themselves, where appropriate.

Community Participation

- o Wherever possible, students with EHCPs will be taught together with those who do not have an EHCP.
- o Even where it is impossible for students with EHCPs to be taught together with those without, they will be supported and encouraged to participate as fully as possible in the life of the school community. This may include, but is not limited to, activities such as field trips and excursions, off-site visits, external speaker visits, themed activity days, practical science experiments, concerts, plays and careers days.
- o If a particular activity is unsuitable for a student because the nature of their needs would make it unsafe for them to participate, or potentially make them a danger to others, staff may suggest an alternative activity by which the same learning outcomes can be met.

Annual EHCP Review

- o The SENCO will convene and lead an EHCP review meeting at least annually to monitor the student's progress towards the outcomes listed in the EHCP and to modify the EHCP if required. The school has the right to submit a request for re-assessment to the local authority less than 12 months from the last review, if the student's needs have changed significantly.
- o The EHCP review meeting will normally be held at the school, unless the local authority has requested that the meeting be held at a different location.
- o The SENCO will invite the student's parents or young person, a local authority SEN officer, a health service representative, a local authority social care representative and other individuals relevant to the review (e.g. youth offending teams or job coaches, if applicable) to the meeting, giving them at least two weeks' notice of the date of the meeting.

- o The SENCO will seek advice and information about the student from all parties invited, and will circulate this information to the full list of attendees at least two weeks before the date of the meeting.
- o The meeting will focus on the student's progress towards the outcomes specified in the EHCP, whether changes might be needed to the outcomes themselves, and whether any change in provision is necessary to help the student achieve the chosen outcomes.
- o For students in Year 9 or above:
 - o the review must include preparing for adulthood, including employment, independent living, moving from children's to adult health and social care services, and participation in society;
 - o the review should focus on options and choices for the next phase of education;
 - o post-16 providers should be invited to the review meeting, particularly where the student has expressed a desire to attend a particular institution;
 - o it is particularly important to consider the student's own views, wishes and feelings.
- o The SENCO will prepare a report of the meeting and send it within two weeks to everyone invited, describing any agreed amendments to the EHCP and highlighting any differences between the school's recommendations and those of others invited to the meeting.
- o If the student is moving from NFSS to a post-16 institution or apprenticeship, the review and any amendments to the EHCP must be completed by 31 March in the year of transfer.
- o The SENCO is responsible for advising staff of any changes to the EHCP and modifying provision accordingly.

Disclosure of an EHCP

- o A child or young person's EHC plan must be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable (this includes any representations, evidence, advice or information related to the EHC plan).
- o An EHC plan must not be disclosed without the consent of the student, except in the interests of the student. If a child does not have sufficient age or understanding to allow them to consent to such disclosure, the parent may give consent on the child's behalf.

Individual Education Plans

- o In the case of students with less complex educational needs and/or disabilities who do not meet the formal definition of SEN, and/or whose EHCP application has been refused, the school may choose to draw up its own Individual Education Plan (IEP). An IEP resembles an EHCP in setting out a description of the student's needs, the outcomes sought, short-term targets if applicable, and the provision that will be put in place to help the student achieve those outcomes and targets.
- o Students with a school-led IEP are not eligible for Local Authority funding but may still be supported on a one-to-one or small group basis by an LSA, and/or provided with other support such as individual 'Learning for Life' mentoring sessions, study skills sessions and/or tuition in one or more subjects, if this additional support is funded by parents as a private arrangement.
- o More information on school-led IEPs is provided in our Teaching and Learning Policy.

SEND Overview Spreadsheet

- o The school keeps a log of all students with a formal EHCP and/or a school-led IEP in the SEND Overview Spreadsheet, which is accessible to all staff via Google Drive.

- o The spreadsheet describes the nature of each child's needs, desired outcomes and shorter-term targets.
- o Staff can use the spreadsheet to log any concerns about students who are making slower than expected progress or may be at risk of underachievement, and can make recommendations to the SENCO that a student should either be (a) considered for a school-led IEP, if they do not yet have one; or (b) referred to the local authority for an EHC needs assessment, if they already have a school-led IEP but there is concern that their needs are not being adequately met through feasible in-house provision and/or appropriately differentiated teaching.

Access Arrangements for Public Examinations

- o The school is committed to providing appropriate access arrangements to students with an identified need, whether they have a formal EHCP or a school-led IEP.
- o The SENCO, in collaboration with classroom teachers, will liaise with an Educational Psychologist to arrange a formal assessment for students who may be able to benefit from specific access arrangements (e.g. extra time, reader/scribe, permission to use a laptop; a full list of possible access arrangements can be found at www.jcq.org.uk).
- o Based on the results of the Educational Psychologist's assessment, the SENCO will submit an application for access arrangements in relation to all children with identified needs, whether or not they meet the criteria for SEN support.
- o Parents concerned about their child's ability to access examinations are urged to contact the school as early as possible if they have not been advised by the SENCO that their child has been selected for an assessment by an Educational Psychologist.

Training and Resources

- o Training needs are identified through observation of need and feedback from staff.
- o **All staff are encouraged to undertake training and development in order to maintain and develop the quality of teaching and provision in responding to the strengths and needs of all students.** This may be provided in-house (e.g. through INSET days), online, and/or through attendance at appropriate courses.
- o All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- o Continuing professional development is offered as necessary to help teachers improve their knowledge and skills in relation to understanding and identifying the different types of SEN, identifying students at risk of underachievement, differentiating teaching as appropriate, delivering interventions, monitoring progress, and reviewing their practice.
- o The school's SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND. Important learning from these meetings is shared with staff during INSET days and/or via e-mail.

Monitoring and Evaluation of SEND

The school checks the effectiveness of SEND provision through a variety of measures:

- Observations of lessons
- Discussions with SENCO at staff meetings to monitor and review individual pupils' progress

- Review of LSAs Policy and Practice Working Group minutes
- Student tracking in relation to NFSS 'Learning for Life' Framework (individual workbooks for Primary and Secondary are currently being developed) and, for secondary students in relation to the National Curriculum
- Scrutiny of written work
- Review of EHCPs within three months of issue, and then annually
- Termly gathering of SEN specific data for students at risk
- Termly reviews of Education, Health and Care Plans (EHCP) and school-led Individual Education Plans (IEP) and students who are flagged in the SEND overview spreadsheet as making slower than expected progress and/or being at risk of underachievement, including discussion of students who may require an EHC needs assessment or a school-led IEP but do not yet have one.

School leaders regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement. The quality of teaching for pupils with SEN, and the progress made by pupils, forms a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

Review by Governance Advisory Board

As part of its commitment to ensuring that the school consistently meets the Independent Schools Standards, the Governance Advisory Board is asked to comment on SEN provision at its termly meetings, and may make recommendations to the Headteachers if necessary. The annual Parents' Meeting also provides an opportunity for parents to give their feedback on SEN-related issues that may affect an individual or a group of children.

Other school documents relevant to students with SEND can be found on the school's website. These include:

- Teaching and Learning Policy
- Equalities and Cohesion Policy
- Anti-Bullying Policy
- Data Protection Policy.
- Complaints Policy
- Safeguarding Policy
- Medical Conditions Policy
- Behaviour Policy
- Admissions Policy Attendance Policy
- Health and Safety Policy
- Offsite Visits Policy

Glossary of terms:

EHCP – Education, Health and Care Plan

EP – Educational Psychologist

IEP – Individual Education Plan

KS – Key Stage

LA – Local Authority

SENCO – Special Educational Needs Coordinator

SEND – Special Educational Needs and Disabilities

SEN – Special Educational Needs

Appendix A: Examples of reasonable steps to ensure that the inclusion of students with SEND in a class is not incompatible with the efficient education of others (Derived from SEN Code of Practice, 2015)

Type of SEND	Steps that may be taken
<p>Strategies for working with a child with challenging behaviour within a primary school class</p>	<p>Addressing factors within the class that might exacerbate the problem, e.g. using circle time to discuss difficult relationships and identify constructive responses</p> <p>Teaching the child alternative behaviour, for example by taking quiet time in a specially designated area at times of stress</p> <p>Providing the child with a channel of communication, for example use of peer support</p> <p>Using a carefully designed system of behaviour targets drawn up with the child and linked to a reward system which, wherever possible, involves parents or carers</p> <p>Ensuring that all staff coming into contact with the child are briefed on potential triggers for outbursts and effective ways of heading off trouble at an early stage</p> <p>Drawing up a contingency plan if there is an outburst in class, for example, identifying with the child a key helper who can be called to remove the child from the situation</p> <p>Ensuring that if there is any possibility that positive handling may need to be used to prevent injury to the child, young person or others or damage to property, relevant staff have had training in appropriate techniques, that these have been carefully explained to the child and that the circumstances in which they will be used are recorded in a written plan agreed with and signed by the child and their parents or carers</p>
<p>Strategies for working with a student with autistic spectrum disorder within a secondary school class</p>	<p>Ensuring all possible steps are taken to provide structure and predictability to the child's day, for example by the use of visual timetables, careful prior explanation of changes to routines and clear instructions for tasks</p> <p>Ensuring that the child is taught a means of communicating wants and needs using sign, symbol and/or spoken language, as appropriate</p> <p>Working with a member of staff on a structured programme of activities designed to prepare them for joining in class or group activities, for example by using 'social scripts' to rehearse appropriate behaviour</p> <p>Having an individual workstation within a teaching space where distractions can be kept to a minimum and everything needed for the work to be done can be organised in sequence</p> <p>Ensuring that all staff are briefed on the warning signs which may indicate potential behaviour challenge and on a range of activities which provide effective distraction if used sufficiently early</p>