THE FORGE TRUST

Special Educational Needs Policy

Vision:
Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.

Written by	Chief Executive Officer & The Forge Trust SEND Lead
Ratified by Trustees	January 2023
Date for Review	January 2025
Signed – Trustee with responsibility for SEN	(Sue Trentini)
Signed - Acting Chief Executive Officer	(Jamie MacIntyre)

Our Ambition: To be the highest performing MAT in the country

Our Mission: To improve the communities we serve for the better

A Message from the CEO and Trustee with responsibility for SEND

As stated in this policy, we aim for all children to thrive and be independent. This includes children with SEND. Although children will have differing levels of independence, the policy is designed to enable class teachers to provide an inclusive education for pupils with SEND, and put in place the provision for children to access learning at their level.

An inclusive curriculum means that children with SEND can learn alongside their peers and have access to the full educational offer at the school. It can also lead to good attendance and pupil achievement (in particular, at least good progress from starting points for children with SEND). It is the job of school leaders and teachers to ensure that children with the most complex needs get tailored support, and children with SEND get the same opportunities and are given the same responsibilities as other children in school.

Effective leadership of SEND is crucial in ensuring that schools achieve the trust's ambition and goals for SEND children (highlighted on page 7). The role of the school's SEND Coordinator is vital, and part of this role is to ensure that staff CPD is current and up to date, by working alongside teachers and helping them to get better at providing the best education possible for children with SEND. The SEND Coordinator also checks that all children have clear and precise targets that are regularly monitored. SEND Coordinators work very closely with the Principal of the school and parents and carers; they also keep up to date and are both challenged and supported in termly Forge Trust network meetings with other SEND Coordinators in the trust. This policy is discussed in every network meeting to ensure that it is being followed, and a member of the trust's senior leadership team chairs these meetings. The CEO feeds back to the SEND Trustee on a termly basis and updates trustees and SEND is also an agenda item on every termly trustee meeting: this reflects its importance to the leadership and governance of the trust.

Finally, teachers' expectations of children with SEND should be equally as high as for the rest of the children in school. In most cases, having special educational needs should not be a barrier for high pupil achievement and fulfilling future ambitions in life.

Best wishes

S. Trentini (Chair of Trustees)   J.MacIntyre (Acting CEO)

Abbreviations and Definitions

SEN	Special Educational Needs (refers to all children with SEN)
SEND	Special Educational Needs & Disabilities (Refers to children who have specific disabilities, whether or not they have SEN)
SEND Coordinator	A teacher with QTS and 3 years' experience and holds the National SEN award
SEND Register	Children with or without a specific diagnosis can be on the SEND register. These children need 'adjustments' (additional to and different from) to be made by the class teacher.
SEN Award	A nationally recognised qualification
QTS	Qualified Teacher Status (required to work in state schools in England)

Table of Contents

Appendices

Appendix 1: SEND Audit

Appendix 2: SEND Action Plan

Appendix 3: Provision Map

Appendix 4: Vulnerable Pupil Passport

Appendix 5: Creating a Team of Expert SEND Teachers

Appendix 6: Pupil/Parent Questionnaire (Feedback)

Appendix 7: SEND Information Report

Appendix 8: Example SEND Register

Appendix 9: Example Vulnerable Pupil List

Appendix 10: Example EHC Plan

Appendix 11: Example SEND in a Nutshell Document

Appendix 12: Forge Assessment Tools for SEND Children

Appendix 13: SEND Code of Practice

Link to SEND Code of Practice.
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Appendix 14: Engagement Model

Link to the Engagement Model guidance
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf

Appendix 15: Pre-Key Stage Standards

Link to Pre-Key stage standards
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903457/2021_Pre-key_stage_1_-_pupils_working_below_the_national_curriculum_assessment_standard_PDFA.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903553/2021_Pre-key_stage_2_-_pupils_working_below_the_national_curriculum_assessment_standard_PDFA.

Appendix 16: Nottinghamshire Local Offer
Link to Nottinghamshire Local Offer:
https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9

Appendix 17: Lincolnshire Local Offer
Link to Lincolnshire Local Offer:
https://www.lincolnshire.gov.uk/send-local-offer

1. **The Forge Trust's Definition of SEND**

Ambition:

To prepare children for the next phase of their education through effective differentiation as part of quality first teaching

Our Ultimate Goal:

To help children to be independent

Our definition of children on the SEND register:

Children that need:

'additional to' and 'different from' support.

'An inclusive school is one where children are in classrooms learning alongside their peers, and where they have equal access to learning. Teachers differentiate well to meet the needs of children, and children with SEND have the same opportunities as everybody else'.

2. Aims

Across The Forge Trust, we aim to maintain a caring, supportive and disciplined learning environment where children benefit from the best possible education. All staff are committed to this aim. The ultimate aim is for children to grow up to be as independent as they can be, and our approach towards SEND reflects this. There are very few occasions where a child will need 1:1 support. The trust aims to keep class sizes low so that children receive a personalised education. Children with SEND benefit from this approach.

Forge methods and practice (pedagogy) involve three waves:

Wave 1: whole class first quality teaching

Wave 2: guided group work

Wave 3: external support/targeted support

Pupil achievement is always the key driver in determining which waves a child will receive at any given moment in time. Within this framework, a child may receive specific guidance, instruction or support. For example, they may be on a language intervention programme. In addition to this, children who have a primary need of SEMH receive a similar wave of intervention. They may also receive curriculum tweaks in order to learn and maximise progress.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs and Disabilities Code of Practice* 2014.

As an inclusive trust our aims are:

 ➢ To ensure that children are as independent as possible;
 ➢ To ensure that all children, including those with special needs, should have their needs met by means of access to a broad and balanced curriculum. Each individual child's strengths are valued and appropriate tasks are set to enable the child to achieve their potential. Success is rewarded within a culture of achievement as the child works towards gaining the basic skills for adult life and to be independent;
 ➢ To ensure that pupils with Special Educational Needs and Disabilities are able to participate in the activities of each academy, including those that take place outside of academy hours.
 ➢ To ensure that all pupils and their parents/carers are involved in decisions made about them and their education.

3. National Statistics

In 2023, the national average for children with SEND was 13%. We use this as a comparator to challenge each school on their SEND register. Questions are asked if the school's percentage varies significantly from the national average. The main aim for a school's register is to be accurate and cater for every child's needs. The Principal and SEND Coordinator of each school are responsible for ensuring that the census information is 100% accurate. Ofsted will use this information when they inspect schools.

4. Definitions of Special Educational Needs (SEND) taken from Section 20 of The Children and Families Act 2014.

A child or young person has SEND if they have a learning difficultly which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

b)Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficultly solely because the language or form of language of their home is different from the language in which they will be taught.

Legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEND Code of Practice also accompanied this legislation. The latest update to this was in April 2020:

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

More details about SEND can be found on the Department for Education's website:

https://www.gov.uk/children-with-special-educational-needs

Children with the most complex needs have an Education and Health and Care (EHC) Plan. These plans are supported by an Education, Health and Care Plan Pathway. You can view an animation describing this pathway on Nottinghamshire's SEND Local Offer website:

https://www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

5. The SEND Local Offer

The SEND Local Offer is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire and Lincolnshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

6. Objectives

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and previous school/academy/ early years setting where applicable) prior to the child's entry into the academy.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum**. This will be co-ordinated by the SEND Coordinator, class teachers and Principal and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing termly meetings to discuss their child's progress and set targets, and provide information annually on the provisions for pupils within each academy as a whole, and the effectiveness of the SEND policy.
- **Work with and in support of outside agencies** when each academy alone cannot meet the pupils' needs.
- **Create an academy environment where pupils feel safe to voice their opinions of their own needs.** This means having regular communication between pupils and their class teacher; this will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in academy life (e.g. attending after school clubs).
- **Work with other academies** within the community and within The Forge Trust SEND Coordinator network to share best practice, policy updates and CPD.

7. Responsibility for the co-ordination of SEND provision

- ➢ Trustees are updated termly by the SEND Trustee who works closely with the trust's SEND Leader. Termly ESLT quality assurance documents cover SEND, and the SEND lead for the trust updates this aspect of quality assurance. Action plans are in place at each academy.

- ➢ The person responsible for overseeing the provision for children with SEND at trust level is the trust's SEND Coordinator, who works closely with the trust's ESLT to ensure the trust has an accurate overview of SEND across the trust. The Trustee responsible for policy oversight is Sue Trentini (Chair of Trustees).

The following duties are relevant to the post of Trust SEND Coordinator:

- ➢ Conduct audits across the trust;
- ➢ Liaise with SEND experts external to the trust. For example, Nottinghamshire County Council's SEND consultants;
- ➢ Check and approve performance data for each academy and challenge where necessary;
- ➢ Update the SEND Policy and distribute to all Principals and SEND Coordinators;
- ➢ Liaise with Principals on budget and oversee bids at each school;
- ➢ Update the SEND Trustee and CEO, and meet with them termly (on Teams or face to face);
- ➢ Ensure that SLT members across the trust stay current and up to date;
- ➢ Check each academy's census information and ensure it is 100% accurate;
- ➢ Work strategically and look at data (including SEND in a nutshell) and breakdown of school data on SEND register.

8. The SEND Information Report

Each school has an individualised report on their website showing the school's approach towards SEND. The information report outlines clearly how the school will implement the SEND policy. Also, the report states where the local authority's local offer is published. In Forge schools, the local offer is published on the school's website. These are overseen by the Principal and the trust's SEND lead.

9. Leadership of SEND: The Forge Model

'All roads lead to good pupil achievement for pupils with SEND'

START

Speaks to **Link Trustee** of the school and works closely with the **Principal**. For example, to discuss budget information.

SEND Coordinator of a Forge Trust school (has complete overview of SEND in school)

Trust SEND Coordinator works alongside school coordinators and checks policy. Offers advice and support and feeds back to Trustees and ESLT

Principal of school checks the implementation of the SEND Policy and establishes good relationships with parents and children. Gains feedback from parent forums and consultation evenings. Provides feedback to other trust Principals in trust Principal meetings each month on SEND. Attends termly cohort pupil progress meetings.

Attends termly network meetings chaired by the CEO or ESLT member (collaborative working). **Key question: *are all schools in the trust following this policy?***

CEO/ESLT member chair the network meeting. CEO chairs the Principals' meetings

SEND coordinators provide regular CPD tailored to teachers' needs for children in school.

Teachers establish positive relationships with parents and children in their class; they follow the systems and procedures stated in the SEND Policy. They provide 1st quality teaching and SEND children receive 'additional to/different from'.

CEO responsible for strategic direction of SEND and SEND Policy; also responsible for brokering support to schools in the trust (internal and external support)

SEND coordinators establish positive relationships with **parents/carers** and children.

Aim: Leads to good pupil achievement for children with SEND

CEO Feeds back termly to **Trustees** on SEND across the trust (**governance**), including Trust SEND Coordinator's reports

10.   Arrangements for coordinating SEND provision

The SEND Coordinator will hold details of all SEND support records such as provision maps, meeting notes, professional reports etc.

All staff can access:

- The Forge Trust SEND Policy;
- A copy of the full SEND Register from their academy;
- Access the SEND Gateway (www.gateway.org.uk) for CPD and support covering the four broad areas of need. Support includes a 'what works' section as well as condition specific film clips. For example, SEMH;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including meeting notes, action plans and records of targets set and outcome monitoring (e.g. provision map or pupil passport);
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities;
- Information on the staff IT system on individual pupils and their special needs and requirements;
- Information on current legislation and SEND provision on staffroom notice boards;
- Information available through Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff and parents in order to aid the effective coordination of each academy's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. The Local Offers provide information of what support is provided by each academy.

11.   Admission arrangements

➢ The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010*.* This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

➢ Feeder schools have transition arrangements in place (See section 19).

➢ Non-feeder schools/academies will be contacted prior to the child starting the academy to ensure the correct provision can be put in to place.

➢ There is a comprehensive transition package in place for all Year 6 children. Children identified as requiring additional transition, for whatever reason, are identified early and arrangements put in place. These children should have a vulnerable pupil profile in place to be handed over. Where transition to special school is required, this process may need to start in Year 5.

12. Facilities for pupils with SEND

Each academy has a range of specialist SEND facilities in place. These include:

- ➢ **Physical Environment**
  Disabled toilets, wheelchair access, steps highlighted in yellow, handrails, hygiene suites.
- ➢ **Assistive Technology**
  Laptops & ipads provided for individuals to use during lessons where appropriate.
- ➢ **Curriculum and examination access**
  Differentiated and/or individualised curriculum where necessary, additional time applied for SATS.
- ➢ **Specialised Programmes**
  These meet individual needs. Specifically named children also have a PEEP (Personal Emergency Evacuation Plan) where appropriate.

Also: Please see the Accessibility Policy.

13. Allocation of resources for pupils with SEND

All pupils with SEND (on the register) will have access to a portion of each academy's budget specifically for children with SEND. This money is in the GAG (General Allocation Grant) for each academy, and is based on census information from the previous October. Some pupils with SEND may access additional funding. This additional funding (AFN) is from a budget which is devolved to and moderated by the Family of Schools which each academy belongs to.

For those with the most complex needs, additional funding is retained by the Local Authority (HLN). The school's SEND Coordinator (after agreement with the Family SEND Coordinator) will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Resources are allocated by need in each academy. The management of each academy's SEND budget is the *responsibility of the Principal* who, with the SEND Coordinator, allocates the money making sure it is used appropriately. The SEND budget is allocated with a sound understanding of every pupil on the SEND register to ensure their needs are met. Provision is reviewed regularly to ensure pupils' needs are met in the best way possible. Children who have an entitlement to additional support as secured through the Family of Schools are included on the class and whole school provision map. Additional support is assigned to classes by need and numbers.

Pupil Premium can also provide money for these children. Please refer to our website for a breakdown of how Pupil Premium is spent.

Note: All SEND pupils have a SEND Profile. Only pupils who are funded have a Provision Map.

14. The SEND Register

Children can be on the register without having a medical diagnosis. All children on the SEND register have termly reviews with parents.

Children are aware of why they receive the additional provision, interventions or adjustments that help them to achieve and fulfil their potential.

School leaders review the additional provision and adjustments periodically, and progress data is analysed against expected outcomes for each individual. Every pupil has ambitious personalised targets, and progress is measured against these termly when each year group's target setting documents are reviewed.

Principals ensure that the school gets value for money and time when pupils receive allocated funds.

15. Identification of pupil need

(See the SEND Code of Practice definition of Special Educational Needs and Disabilities at start of policy)

The four main categories of need are:

- ➢ Cognition and Learning;
- ➢ Communication and Interaction;
- ➢ Sensory, Physical and/or Medical;
- ➢ Social Emotional & Mental health.

We follow Nottinghamshire County Council's definition guidance

Broad characteristics of children/young people on SEN Type within the SEN Census Categories (Reminder - if there is no 'additional to and different from' intervention, no SEN Type will be recorded). It is recognised that a child or young person may have multiple needs, but the Primary Area of Need should be the need which is creating the main barrier to learning. This may change over time.

Primary Area of Need Code	Broad Area of Need	Description
SPLD - Specific Learning Difficulty	Cognition and Learning (C&L)	Pupils with specific learning difficulties have a particular difficulty in learning to read, write, spell or manipulate numbers and their performance in these areas may not be in line with their performance in other areas. Pupils may also have problems with short-term memory, with organisational skills and with coordination. Pupils with specific learning difficulties cover the whole ability range and the severity of their difficulty with learning may vary widely. Pupils should only be recorded as SpLD if their difficulties are significant and persistent, despite appropriate learning opportunities and if additional educational provision is being made to help them to access the curriculum. Specific learning difficulties include: Dyslexia Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words. Dyscalculia Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyspraxia Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.
MLD - Moderate Learning Difficulty	Cognition and Learning (C&L)	Pupils with moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the curriculum. Attainment in the core subjects will be significantly below chronological age expectations (at least three to four years behind their peers) – e.g. Teacher Assessment will be predominantly within the range pre key stage standards (PKS) 3 to 5 at Year 5 They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. **Note: If we believe that a pupil has a moderate learning difficulty then school leaders use the SEND assessment tools to drill down and identify what is contributing to the cognitive delay.**

Primary Area of Need Code	Broad Area of Need	Description
SLD – Severe Learning Difficulty	Cognition and Learning (C&L)	Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. They may have a life-long learning disability which requires a multi-disciplinary service response. These children and young people will have significant impairments which may include some or all of the following: ➢ Severe learning difficulties. • Global delay. • Significant difficulties with communication (expressive and/or receptive language). • Severe sensory impairment. • Difficulties with appropriate social interaction and understanding. • Associated challenging behaviour. • Limited self-help skills and awareness of danger. • Reliance on adults for activities and be travel dependent. Their attainments may be within the pre key stage standards (PKS) 1 to 4 for much of their school careers (that is below level year 1 /KS1 of the National Curriculum).
PMLD – Profound & Multiple Learning Difficulty	Cognition and Learning (C&L)	Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They will have needs which may require a multi-disciplinary service response and their ability to make progress will be severely limited across all areas of development. These children and young people will have significant and multiple impairments which may include some or all of the following: • SLD • PMLD • Severe ASD • Highly significant difficulties with communication (expressive and/or receptive language) • Complex sensory impairment. This may manifest itself in some or all of the following: ➢ Considerable difficulties with appropriate social interaction, communication and understanding; ➢ Associated challenging behaviour; ➢ Severely limited self-help skills; ➢ Minimal awareness of danger.

Primary Area of Need Code	Broad Area of Need	Description
		Predominantly dependent on adults for personal care skills. • Reliance on adults for activities and travel dependent. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainment is likely to remain in the Engagement Model and not engage in subject specific learning. Progress will be assessed using the Engagement Model - below pre key stage standard (PKS) one throughout their school career Children in the nursery and EYFS age range will be functioning significantly below their chronological age in most areas of development. Reception aged children would typically be working in the birth to 12 month range of development in most areas. They may have an inconsistent developmental profile.
SEMH - Social, Emotional and Mental Health	Social Emotional and Mental Health (SEMH)	'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder'. (Paragraph 6.32 SEND Code of Practice)

SEMH needs may be long-term, but these may also be short-term and transitory. The 'social' aspect of SEMH refers to the relationships which the child has with others, and their skills in being able to establish, maintain and repair these relationships. It includes an awareness of and skill in demonstrating the behaviours which underpin these relationships. The 'emotional' aspect of SEMH refers to the awareness of and ability to self-regulate the emotions which sit alongside social behaviours. The 'mental health' aspect of SEMH is not simply the absence of mental illness but is a broader indicator of social, emotional and physical wellness. It is influenced by the wider contexts within which a child or young person lives. For schools and colleges, it is important to have a definition and 'shared understanding' that is easily understandable so that staff, pupils, students and parents can have discussions and plan interventions to meet SEMH needs. For the purposes of this guide, outcomes associated with SEMH will include stated wellbeing, children and young people's happiness, life satisfaction and positive functioning. This relational approach to SEMH is significantly different from more traditional outcome measures described in terms of behavioural compliance. (Understanding Behaviour in Schools (Notts 2020) |

Primary Area of Need Code	Broad Area of Need	Description
SLCN - Speech, language and communication needs Note: If a child has a speech and language referral and involvement from the NHS SALT team then they should be on the SEND register.	Communication and Interaction (C&I)	Pupils with speech, language and communication needs cover the whole ability range. They should only be recorded as SLCN if additional educational provision is being made to help them to access the curriculum. Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them if they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives' (Paragraph 6.28 SEND Code of Practice). SLCN can include the following difficulties with speech: • Speech which is difficult to understand, which might include difficulty in making different sounds; • Problems discriminating between speech sounds, so 'catch' and 'cat' or 'conscious' and 'conscience' might sound the same; • Stammering or stuttering where sounds or words are repeated or may be difficult to produce without effort; • An unusual and persistently harsh or unusual voice quality; • Difficulty using intonation to add to the meaning of what's been said. SLCN can include the following difficulties with language: • Using sentence structures more appropriate for someone younger, for example, 'me got them' at four years of age; • Problems linking sentences with words such as 'and', 'but', 'so', 'then'; • Difficulty sequencing sentences to make a meaningful narrative such as explanations and stories; • Problems learning new words; • Difficulty finding the right words at the right time. This is also known as 'word finding' difficulties; • Limited vocabulary for emotions, thoughts or feelings as these impact on the curriculum; • Difficulty understanding complex sentences. For example, someone with SLCN might misunderstand the statement 'the boy was kicked by the girl' and think that the boy did the kicking; • Difficulty understanding idioms such as 'don't hit the roof' SLCN can include the following difficulties with communication; • Limited eye contact; • Poor turn taking and difficulty with starting and ending conversations; • Problems getting the conversation back on track after two people have talked at once, or if there has been a misunderstanding between them; • Difficulty understanding or responding to feedback from the listener. For example, not noticing when someone is bored or doesn't understand something; • Difficulty staying on topic in conversation; • Problems using language to negotiate in discussions or arguments.

Primary Area of Need Code	Broad Area of Need	Description
ASD - Autistic Spectrum Disorder	Communication and Interaction (C&I)	'Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others' (Paragraph 6.29 SEND Code of Practice). Children and young people with ASD will typically be accessing provision which is in line with the recommendations of the Autism Education Trust (AET).
VI - Vision impairment	Sensory and Physical (S&P)	Visual impairment refers to a range of difficulties from minor impairment through to blindness. Pupils with visual impairments cover the whole ability range. For educational purposes, a pupil is considered to be visually impaired if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum. Pupils should only be included if additional educational provision is being made to help them to access the curriculum. Pupils whose vision is corrected by spectacles should not be recorded as VI. Pupils who are blind or have very limited useful sight require tactile methods of learning, such as Braille and 3-D representations, together with making optimal use of their hearing. Partially sighted pupils also need differentiated materials and may use enlarged print or a mix of learning methods.
HI - Hearing Impairment	Sensory and Physical (S&P)	Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum. Pupils should only be recorded as HI if additional educational provision is being made to help them to access the curriculum. A number of pupils with a hearing impairment also have an additional disability or learning difficulty. Hearing loss may be because of conductive or sensory-neural problems and can be measured on a decibel scale. Four categories are generally
MSI – MultiSensory Impairment	Sensory and Physical (S&P)	Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities. Pupils should only be recorded as MSI if their sensory impairment is their greatest need. Pupils with multi-sensory impairment have much greater difficulties in accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches which make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

| Primary Area of Need Code	Broad Area of Need	Description
Physical Disability	Sensory and Physical (S&P)	Some children and young people with a physical disability (PD) require ongoing support and equipment to access all the opportunities available to their peers.

English as an Additional Language

This is not classed as a special educational need or disability (SEND). The School Census has a category to describe pupils' languages and English language

References and sources of guidance
- ➢ SEND Code of Practice (2015);
- ➢ Don't Get Me Wrong – The Communication Trust;
- ➢ Measuring and Monitoring Children and Young People's Mental wellbeing: A Toolkit for Schools and Colleges – Anna Freud Centre;
- ➢ Autism Education Trust;
- ➢ Understanding Behaviour in Schools Nottinghamshire County Council (2020);
- ➢ Decoding the School Census: SEN Provision and Type – Peterborough City Council (2018).

16. SEND Overview: the SEND Register, Vulnerable Pupil List and Cohort Target Setting Documents

Strategic (academy level)

The SEND Register

Vulnerable Pupil List
(children who hit the criterion of the checklist below)

Updated each term and discussed in termly target setting meetings (year group target setting documents)

Class Level

At a class level teachers monitor all children and discuss any concerns (or developments) with the SEND coordinator when they have followed the graduated approach.

Vulnerable Pupil Checklist:

The DfE define vulnerable children as those who:

➢ have an EHC plan;
➢ are assessed as being in need under Section 17 of the Children Act 1989, including children who have a Child in Need Plan, a Child Protection Plan or children who are looked-after;
➢ Have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance. This might include:
  ❖ children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services or who have previously received support from children's social care services (as identified by local authorities);
  ❖ adopted children or children on a special guardianship order;
  ❖ those at risk of becoming NEET ('not in employment, education or training');
  ❖ those living in temporary accommodation;
  ❖ those who are young carers;
  ❖ those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study);
  ❖ care leavers;
  ❖ children and young people in a family circumstance presenting challenges for them, such as drug and alcohol misuse, parental offending, adult mental health issues and domestic abuse;
  ❖ others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

The Forge Trust also adds the following criteria for identifying vulnerable children:

- ➢ Persistent absentees;
- ➢ children who have 2 or more factors (SLT discretion);
- ➢ children with English as an additional language;
- ➢ refugees.

This list is not exhaustive, and SLT discretion is crucial in deciding whether or not to categorise children as vulnerable.

A graduated approach:

a) Any pupils who are falling <u>significantly</u> outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SEND Coordinator will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with their child's academy.

h) The child is formally recorded by the academy as being 'on monitor' (class concern) due to concern by parent or teacher, but this does not place the child on an academy's SEND list. Parents are given this information. It is recorded by the academy as an aid to further progression and for future reference.

i) Pupil progress meetings and whole school provision maps are used to monitor and assess the progress being made by each child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

How we identify children with SEND in The Forge Trust

STAGE 1

All pupils receive **quality first teaching** and academic needs are met through differentiated learning opportunities. Learning behaviour is good.

STAGE 2 (graduated approach a,b,c)

➢ Teacher identifies a concern with a child: they could be making poor academic progress or evidencing concerning behaviours.

➢ When needs have been identified (and children have a diagnosis if necessary) the SEND Coordinator and class teacher meet with parents/carers.

➢ Wave 2 and/ or Wave 3 interventions take place and a period of monitoring begins.

STAGE 3 (d,e,f)

➢ Teacher meets with SEND Coordinator and has a professional conversation about the child in question

➢ GL Assessment Toolkit is discussed and the relevant assessment tools are used by the teachers on the child to identify specific learning difficulties e.g. dyslexia screening tool to identify dyslexia

STAGE 4 (g,h,i)

At this stage if a need has been identified, the pupil's name is added to the academy SEND Register and/or Vulnerable Pupil list.

STAGE 5

Teaching is personalised to accommodate the child's needs.

Teachers consider what is '*Additional to and different from*' for each child with SEND.

Note: Paediatricians can make a medical diagnosis and recommend specific actions for schools to consider. School leaders will always engage with these health care professionals, but ultimately we are trained to make educational decisions regarding each child. For example, whether or not a child needs 1:1 support.

17.   The SEND Gateway (www.gateway.org.uk)

Teachers are encouraged to access the SEND Gateway for CPD and support. There is a 'what works' section, and this then moves into the four areas of need. There are twelve condition-specific film clips. For example, SEMH. These films and CPD are part of teachers' induction to The Forge Trust.

18. SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the academy ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

> ➢ Assess;
> ➢ Plan;
> ➢ Do;
> ➢ Review.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil; details of previous progress and attainment; comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the academy's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SEND Coordinator and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs. Also, they will be informed of the support that is being provided and any particular teaching strategies or approaches that are being employed and the outcomes that are being sought.

Do

Class teachers remain responsible for working with children on a day-to-day basis. They retain responsibility even where the waves involve group (wave 2) or one-to-one teaching (wave 3) away from the main class/subject teacher. They will work closely with support staff and/or relevant specialist staff to plan and assess the impact of support. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising on the implementation of effective support will be provided by the SEND Coordinator.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class/subject teacher, in conjunction with the SEND Coordinator, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

19.   Assessment of SEND attainment and progress

a. Where appropriate, the attainment of all pupils across the Trust is assessed using NFER (Year 1, Years 3,4) or SATs test papers (Years 2, 5 and 6) designed for their year group.

b. Before each assessment week, a discussion will take place between the Principal and SEND Coordinator about whether or not it is appropriate for a SEND pupil to take the tests. In the vast majority of cases, it will be appropriate.

c. If a pupil's score means that they are assessed as 'B' (or if they do not take the paper) then they are to be assessed and attainment tracked against the small steps statements on the appropriate B-Squared year group or progression steps.

d. A pupil's B-Squared percentages are updated regularly and will, as a minimum, be reported termly by staff as part of pupil progress meetings where discussions will take place around whether or not good progress has been made.

e. Successes, targets and next steps are shared with parents of SEND pupils termly as a minimum.

f. At the end of the academic year, SEND pupils in FS2, Year 2 and Year 6 who are working significantly below the standards expected for their year group, will be assessed appropriately e.g. using the Pre-Key Stage Standards.

20. Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the academy but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

> Parents;
> Teachers;
> SEND Coordinator;
> Social Care;
> Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans and The Local Offer can be found at:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9773323 or by contacting the 'Ask Us' on: 0115 960 1869 or 0115 804 1740.

21. Education, Health and Care Plans [EHC Plan]

a. Following statutory assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The academy and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the academy named in the plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

22. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the academy as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SEND Coordinator will consult with the child's parents for other flexible arrangements to be made, and the academy will seek the advice of outside agencies.

Every academy ensures that the school council has representation of SEND children on it.

23. SEND Forum (academy level)

Each school holds a termly open forum and SEND is always an agenda item. Views are listened to about this policy and its implementation. Leadership teams also gauge pupil voice through child interviews prior to SEND review meetings.

Open forums are a key vehicle for the trust to educate all stakeholders. From a SEND perspective, the aim is always to enable children to be as independent as possible.

24. The Role of the SEND Coordinator

The SEND Coordinator will coordinate the provision for SEND children by:

- Liaising with staff regarding the special educational needs of any pupils in their charge, including sharing reports and discussing progress;
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. Academy staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND;
- Ensuring that in-class provisions and support are used effectively to ensure that the curriculum is differentiated where necessary;
- Planning for individual or group tuition to be available where it is felt that pupils would benefit from this provision;
- Working with outside agencies where appropriate and necessary to make sure that specialised support is provided;
- Making use of all class facilities and space;
- Advising teachers on setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

25. Inclusion of pupils with SEND

The Principal oversees each academy's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the academy. The curriculum is regularly reviewed as stated to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

26. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision each academy encourages feedback from staff, parents and pupils throughout the year.

This is achieved in the following ways:
- formal parent consultation evenings;
- parent, staff and pupil questionnaires;
- termly pupil progress review SLT and teachers;
- access to the academy websites;
- OFSTED Parent View;
- reviews for SEND Support children;
- end of year reports.

Pupil progress will be monitored on at least a termly basis in line with the SEND Code of Practice.

Note: SEND review meetings are not onerous. These meetings are tied in with parent consultation meetings. An extra 10 minutes are added to the meeting slot for children with SEND. The SEND Coordinator also sits in on some of these meetings and supports teachers where necessary. The class teacher is responsible for organising and ensuring this happens.

Termly, the school's data for vulnerable children and pupils with SEND is monitored by the Principal and the SEND Coordinator. Strategic meetings with class teachers take place to discuss and implement relevant intervention/support for those individuals or groups of children who are not meeting expectations of progress and attainment.

All waves of teaching are recorded and monitored. Typically, at The Forge Trust, this is wave 2 or wave 3 group work and one to one guidance. They should always address gaps in pupil's learning as well as the child's primary area of need. It is important to see the impact of any teaching, to evaluate its effectiveness and to question why if it does not move the pupils forward. Alterations are then made accordingly as part of the pupil progress cycle. To measure impact, it is vital that we pre and post-test any interventions in place.

Provision maps, action plans and pupil profiles are updated termly to ensure children maximise progress. All staff are aware of the priorities for these children. These are discussed with parents to identify their priorities for their children. Evidence collected will help inform academy development and improvement planning.

SEND Coordinators and school leaders use both qualitative and quantitative approaches to measure success and impact. The analysis of hard data is quantitative, and is the main approach to measure pupil outcomes in relation to academic achievement. However, we also use various qualitative approaches to measure success. Some of these include:

- ➢ Boxall & Motional assessments;
- ➢ Teaching Assistant action plans that are reviewed;
- ➢ observations of children in school;
- ➢ pupil self-assessments;
- ➢ child and parent questionnaires.

There is an annual formal evaluation of the effectiveness of the academy SEND provision and policy. The evaluation is carried out by the SEND Coordinator and Senior Leadership Team. Information is gathered from different sources such as child and parent surveys, parental feedback and data outcomes.

All SEND Coordinators in The Forge Trust complete an annual SEND audit as well as internal monitoring of their SEND provision. The Forge Trust's SEND Coordinator also carries out monitoring when required. All academies produce their own SEND report and Local Offer which is published on their website annually. Report summaries are also shared with trustees. This will be collated and published by the trust on an annual basis in accordance with section 69 of the Children and Families Act 2014.

27. In service training (CPD)

We aim to keep all staff of each academy up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our academies operate and engage with a variety of training programmes including:

- Local Authority training;
- CRB training;
- whole academy staff meetings;
- training for support staff;
- ECT training courses;
- parents are offered parenting groups (where applicable);
- midday supervisors are offered behaviour and specific needs training;
- outside agency support/advice and training.
- AET Framework

The SEND Coordinator also attends relevant SEND courses, Family SEND meetings and training and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SEND Coordinator, with the senior leadership team, ensures that training opportunities are matched to each academy's needs and those identified through the use of provision management. Every member of staff receives a base-line level of training, and following on from this, each school's CPD for the academic year matches the children's needs in school.

28. Blended Learning Approach for SEND

'Blended learning refers to the systematic integration of online and face-to-face engagement and support and enhance meaningful interaction between students, teachers and resources' (Garrison and Kanuka, 2004).

Blended learning is also known as 'hybrid learning'. At the Forge Trust, blended learning involves a mixture of online learning and in-person instruction. The aim is to provide the best features of traditional schooling with the advantage of online learning to provide a personalised approach to meet the requirements of the National Curriculum 2014. There is research that suggests that blended learning can help children with SEND.

Figure 1-Components of a blended learning approach for children with SEND

Source: Blended Learning Approach to Students with SEN: a Systematic Review (2019). Journal of Education & Social Policy. Zavaraki & Schneider.

Learning environment   **learner**   teacher   media   message

Augmentative and alternative communication   learning space   educational resources

technology   learning theories

the content

Participation and engagement

Components of a blended learning approach for children with SEND

Communication aids

collaboration

online learning

diverse classrooms   **learner support**   **teacher support**   **assessment and evaluation**

Key: Bold aspects denote major components of the blended learning model for children with SEND

29. Links to support services

Each academy contacts outside agencies through referral forms and at Springboard meetings. The outside agencies will then arrange appointments in the academy and/or at home.

Each academy continues to build strong working relationships and links with external support services in order to fully support SEND pupils and aid academy inclusion.

Sharing knowledge and information with support services is key to the effective and successful SEND provision within each academy. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SEND Coordinator, who will then inform the child's parents.

The following services will be involved at Springboard team meetings:

- SFSS (Schools and families Support Service- Notts);
- STT (Specialist Teaching Team – Lincs);
- Schools Behaviour and Attendance Partnerships;
- SEND Coordinators;
- Speech and Language Therapy (SALT);
- Early Years Team;
- Communication and Interaction Team;
- Cognition and Learning Team;
- CAMHS;
- Physiotherapists;
- Children's Centres;
- Social Services;
- Family Support Workers;
- Public Health Practitioners (formally school nurses and health visitors);
- Therapy Services;
- Fountaindale Access Support.

30. Working in partnerships with parents

The Forge Trust believes that a close working relationship with parents is vital in order to ensure:

a) early and accurate identification and assessment of SEND leading to the correct intervention and provision;
b) continuing social and academic progress of children with SEND;
c) personal and academic targets are set and met effectively.

Working with parents as partners is essential in helping children and young people with SEND get the most out of their education. The Forge academies involve parents with:

> - SEND review meetings;
> - developing children's pupil profiles;
> - homework policies and arrangements;
> - sharing information through the SEND section on the websites;
> - parents evenings;
> - parent support groups;
> - acting as voluntary helpers;
> - providing after academy clubs for pupils;
> - developing an 'open door' ethos towards parents which welcomes and values their views;
> - ensuring SEND Coordinator availability to meet/speak with parents;
> - sharing information about the child;
> - sharing information with other people;
> - on their own experiences and knowledge of aspects of SEND.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. *The SEND Coordinator may also signpost parents of pupils with SEND to the local authority's 'Ask us' service where specific advice, guidance and support may be required.*

If a parent has a concern about their child they should contact the class teacher immediately and a meeting will be arranged to discuss the concerns. Parents are welcome to come in to the academies to discuss their child by appointment.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

31. Links with academies

The Forge Trust's approach towards SEND is standardised and this trust level policy reflects the standardisation. Resources, CPD and advice is shared between all trust schools, and the trust SEND Coordinator oversees this process.

We work together to:

- ensure pupils make good progress;
- access support from specialist support services through family springboards;
- secure successful transition;
- share good practice;
- develop links with special schools;
- plan training events for staff;
- provide support for colleagues in the trust;
- facilitate SEND Coordinator networks across the trust.

32. Links with other agencies and voluntary organisations

Academies within the Forge Trust invite and seek advice and support from external agencies. This may be for SEND identification, assessment or provision. The SEND Coordinator is the designated person responsible for liaising with the following:

- Educational Psychologists;
- School and Family Support Service;
- Medical Officers;
- Speech & Language Service;
- Physiotherapists;
- Hearing Impairment Services;
- Visual Impairment services;
- Social services;
- School nursing;
- Children's centres;
- PSED team;
- Local behaviour partnership.
- C & I team;
- C & L team;
- CAMHS;
- Family Service;
- Early Help Unit;
- School based counselling services;
- Family SEND Coordinators.

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

33. Links with The Forge Trust's Behaviour Policy

Where schools in the trust are considering alternative provision for children who have behavioural needs, plans for specific interventions and outside provision must be approved by the ESLT of the trust. In different authorities alternative provision looks very different. Typically, children fitting the SEMH category will be the ones considered for alternative provision when a school has exhausted all other options.

Alternative provision is defined as '*education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour*' (DfE 2013).

34. Safeguarding

All staff are kept up to date with information from key documents and research on safeguarding and that CPD in this area is both inclusive and effective in raising the awareness of the particular needs of those with SEND.

Provision and approaches to help children with SEND in relation to safeguarding are embedded within RSE lessons, the curriculum and assemblies.

35. Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. The Forge Trust is committed to creating a positive climate that will enable children to work free from intimidation and harassment related to the protected characteristics and to achieve their full potential. Policies are available on each of these that expand on this further.

36. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SEND Coordinator, who will be able to advise on formal procedures for complaint. In addition, please see the complaints policy on each academy's website.

# SEND Escalation Procedures : Cognition and Learning

Quality First Teaching

- ➢ Go straight to next step if parent's explain a need or wish to have an assessment/SEND Coordinator involvement – offer SEND Coordinator email address
- ➢ Attend school training on autism, dyslexia, emotional difficulties, visual impairments, attachment etc.
- ➢ Look at reasonable adjustments on strategy sheets in SEND file
- ➢ Look at delivery/differentiation/groupings
- ➢ Communication fans/visual aids/signs and symbols used
- ➢ Assess regularly and look at progress
- ➢ Refer to reasonable adjustments
- ➢ Ask advice of colleagues
- ➢ Take to pupil progress meeting
- ➢ Implement appropriate intervention – record on whole school provision map
- ➢ Assess impact of intervention/booster/fun fit group
- ➢ Make sure child has access to aids i.e. writing slope/personal laptop/monitor etc. that have been given to them by SEND Coordinator/Outside Agency
- ➢ Access IDP Programme/NASEN Online from SEND Coordinator for additional training
- ➢ Work around transitions
- ➢ Refer to Speech and Language therapist if needed – SEND Coordinator to assist
- ➢ Check that room is dyslexia/autism etc. friendly classroom questionnaires
- ➢ If concerned about Dyslexia complete Dyslexia teacher observation checklist
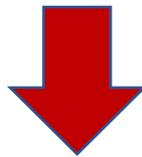
Go to SEND Coordinator

- ➢ Explain issues to SEND Coordinator and record on CPOMS that issue has been raised.
- ➢ SEND Coordinator to observe child/hear child read/look at writing/look at knowledge of high frequency words etc
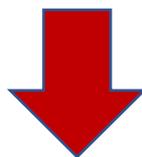
*SEND Coordinator to do a specific piece of work with child – keep a chronology on CPOMS to record any actions related to the child.

- ➢ Parents are consulted about any assessment before it is carried out – sign chronology if necessary – give SEND Coordinator email to parents if wanted
- ➢ BPVS – which looks at the child's understanding of world around them and is an indicator of general ability
- ➢ Dyslexia Portfolio – which assesses for dyslexia/dyslexic tendencies
- ➢ Questionnaires for staff to fill in on own – environment audit
- ➢ Create a Vulnerable Pupil Passport
- ➢ Specific work on maths/reading/writing and it's delivery/content
- ➢ Create child's own section of SEND file to store all information/letters/assessments
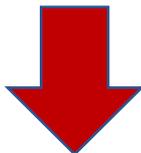
*Place on SEND Register

- ➢ Child is classed as SEND support if what is in place is different/in addition to what the rest of the children receive
- ➢ Class teacher individual provision on the school provision map to highlight provision child receives – plan/do/review cycle – measure impact
- ➢ Seek additional training if necessary
- ➢ Child-Centred SEND Reviews minimum termly
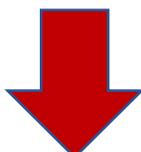
*Taken to Springboard

- ➢ Parents sign form to say that SEND Coordinator has permission to discuss – SEND Coordinator will supply
- ➢ Springboard happens once a term, it is a multi-agency meeting with all SEND Coordinators/Schools and Family Specialist Services(SFSS)/Educational Psychology Service(EPS) and Sensory Team
- ➢ Advice will be given which will be implemented by class teacher or TA and overseen by SEND Coordinator
- ➢ Outside agency may now be involved
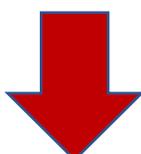
*Outside agency involvement

- ➢ Parents sign form allowing agency involvement – SEND Coordinator will supply
- ➢ Outside agency will give advice to class teacher and liaise with SEND Coordinator
- ➢ Visits booked on school calendar and logged in chronology on CPOMS
- ➢ Support put in place – plan/do/review cycle
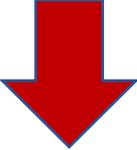
*Multi-agency Meeting

- ➢ SEND Coordinator liaises with parents, class teacher and agencies involved to set up a meeting that is convenient to key people
- ➢ Notes are kept and next steps decided on and actioned – plan/do/review cycle
- ➢ Progress is carefully assessed and logged by class teacher
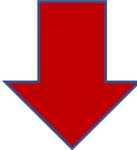
*Additional Funding Sought

- ➢ AFN bid is written and goes to moderation (In Nottinghamshire)
- ➢ HLN bid is written and goes to panel (In Nottinghamshire)
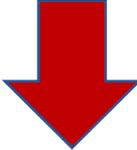
*Education Health Care Plan
- ➢ There is overall agreement from all involved that the needs of the child are complex, severe, long term and impacting on everyday life
- ➢ Head/SLT believe that the placement of the child in the school should be assessed/considered
- ➢ EHCP application form filled in and submitted
- ➢ SEND Coordinator writes the education contribution of the EHCP
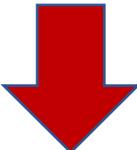
***Transfer to specialist provision**

- ➢ Offer support to parents as they look around other provisions
- ➢ Liaise with the schools as they come and meet the child/obtain information
- ➢ Create transition plan
- ➢ SEND Coordinator to attend any mediation/tribunals

SEND Escalation Procedures : **SEMH**

Social, emotional and mental health
*(Concerning Behaviour Procedure)*

Quality First Teaching

- ➢ Follow the School Behaviour Policy
- ➢ Look at reasonable adjustments
- ➢ Record more serious behaviour incidents on CPOMS
- ➢ Teach on certain behaviours in PSHE lessons
- ➢ Ask advice of colleagues
- ➢ Ask advice of line managers
- ➢ Year group/KS leader can advise/observe
- ➢ Observe the behaviour strategies of colleagues
- ➢ Work around transitions – Vulnerable Pupil Passport
- ➢ Social Stories
- ➢ Individual charts and rewards
- ➢ Use de-escalation techniques
- ➢ Communication fans used and visual aids
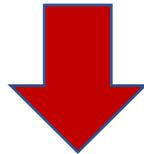
*Class teacher completes Boxall and ADHD/Autism Checklists/sensory checklist and questionnaires

- ➢ If a high emotional health concern go to emotional health route
If high ADHD/ASD type behaviours go to SEND Coordinator for advice
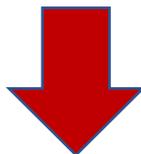
Check with Behaviour Lead that sufficient Quality First strategies have been used and that difficulties persist.
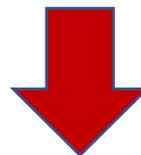
*Begin 'Concerning Behaviours Pathway'

- ➢ Email Behaviour Lead/SEND Coordinator for up-to-date Getting to Know Me Form and Behaviour Lead/SEND Coordinator will log that a form has started
- ➢ Start the form – this will be a working document and you stop any time the concern is lessened back to quality first teaching.
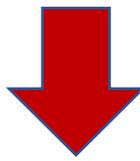
*Stage One activities

- SEND Coordinator advises if you suspect behaviours are because of possible underlying un-met need
- Go to Safeguarding and Welfare Route if you believe parenting is a major concern – see Safeguarding Lead
- Create a Relationship and Behaviour Plan (Standard or SEND) with either Behaviour Lead/SEND Coordinator
- Create a Vulnerable Pupil Passport
- Springboard to access other professional advice like the local behaviour partnership – through SEND Coordinator
- EHAF is completed by CT and parents to access Early Help Unit/Family Services/Children's Centre/parenting course. Sent by Behaviour Lead/SEND Coordinator
- Raise the child at Pupil Progress/SLT meetings
- Do they need to be on the SEND register? Do they need a Child Centred Review? See SEND Coordinator
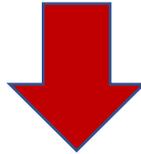
*See SEND Coordinator re: referral to Paediatrician or CAMHS

- Complete GTKMF/GDA with all stage 1 information
- Conduct a Multi-Agency Meeting if other agencies are involved
- Collate Reports from other agencies
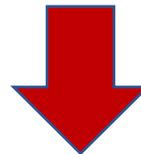
*New Diagnosis/Feedback from the paediatrician

- Meeting of parents/staff/professionals involved
- Look at needs/diagnosis
- Referral to short breaks 80 hours and support with DLA forms – See Behaviour Lead/SEND Coordinator
- A Plan – do – review cycle actioned – ongoing support
- If Autistic complete Autism Progression Framework assessment and use to target set areas of difficulty.
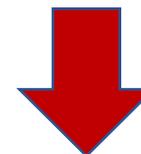
*If the support package put in place doesn't meet needs

- Behaviour Lead to refer to local behaviour partnership for support package. Additional information may be required from class teacher/parent in order to make referral
- Collation of work done to this point

Social, Emotional and Mental Health
(Emotional Health Procedure)

Quality First Teaching

- Set aside time to talk to the child
- Encourage children to use the worry boxes
- Speak to others that know child
- Refer to reasonable adjustments in SEN Class File
- Use emotional resilience resources in the classroom/PSHE lessons
- Work around transitions – Vulnerable Pupil Passport
- See line manager to raise at a pupil progress meeting
- Peer mentoring
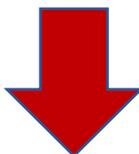
If it is a parental concern that is driving this forward, then see Behaviour Lead/SEND Coordinator. **If it is a school-based concern, then check with Year group leader for advice.**
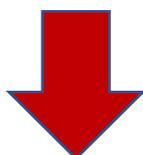
*Tier One Activities
- Parents notified if anything of significance is raised in the discussions with the child in school
- Draw and Talk
- Mood Diaries
- Put strategies in place from EP Anxiety guidance materials
- Online emotional resilience resources from MINDED
- Use games/activities from resource library in SEND Coordinator office
- Healthy Families Team referral
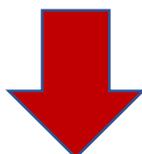
*Tier Two Activities – Referral to Behaviour Lead required from parent or teacher – In school interventions/therapies – Parental consent required – referral form
- Self-esteem/Anxiety programme

- ➢ Play therapy
- ➢ 1:1 Counselling
- ➢ Small group therapy work
- ➢ Healthy Families Team referral – Anxiety work, body image, healthy eating.

*Tier Three Activities – See SEND Coordinator for referral to outside agency

- ➢ Bereavement Centre Referral
- ➢ Children's society Referral – Specifically for sexual abuse/sexualised behaviour
- ➢ WAM Referral – What about me – for children affected by parents alcohol use
- ➢ CAMHS Consultation referral – Behaviour Lead/SEND Coordinator can request consultation with primary mental health worker in school – Behaviour Lead/SEND Coordinator can discuss with CAMHS which therapy/intervention is most appropriate or if a full CAMHS psychological assessment is required. Consultation can include other professionals including school nurse, class teacher or outside agencies but parents are not able to attend.
- ➢ Parental consent must be given and a mental health record will be opened and recorded with child's GP. Consultation is only available to children with a Nottinghamshire GP. If LAC or open to social care referral for consultation with CAMHS is made by social worker.
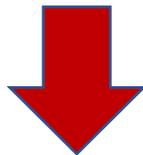
*Tier Four

Full CAMHS Referral for psychological assessment – Consent from parents required.
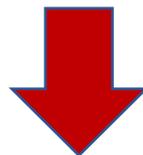
Children are not required to go through each tier and tiers are interchangeable depending on need. Red flags may mean children go straight to tier four whilst others may move between tiers for extended periods of time.

Lack of parental consent could be a safeguarding concern and could result in a MASH referral.

Red Flag – Self-harm, Suicidal thoughts, trauma, bereavement, possible eating disorder

## SEND Escalation Procedures : **Communication and Interaction**

Quality First Teaching

- Visual timetable – class/individual/now and next board
- Look at reasonable adjustments on Speech and Lang strategy sheets in SEND file
- Communication supported with Makaton and/or signs and symbols
- Extra time for some activities/modified and clear expectations
- Meet and greet and pre-warning of changes
- Rewards and sanctions supported with visual signs/symbols/photographs
- Clear instructions
- Social Stories to communicate expectations clearly
- 'Safe' space
- Personalised targets
- Utilising personal interests – in work or a club set up
- Home/school dialogue, versions with symbols/other languages
- Nurture type interventions
- Emotions fans/fiddlers/ear defenders/wobble cushions/weighted blankets
- Communication lanyard – red-don't talk to me, green-I would like to play
- Own work space – within the classroom or outside
- Nurture time over lunch/playground buddy system
- Responsibilities to give sense of purpose and improve self-esteem
- Timers if appropriate
- Use resources from Early Years Autism Toolkit
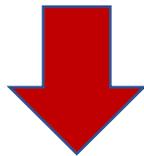
Assessment

- Complete 'Language Development Checklist' to identify gaps and address using Speech and Lang Strategy sheet in SEND file
- In Early Years all children to complete NELI assessment .
- If appropriate complete environmental and sensory audit
- If concerned about possible Autism, speak to parents.
- (Use these assessments to target areas of support - Consult with SEND Coordinator if unsure about how to support).
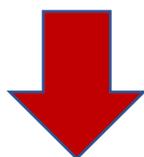
Referral for support (If support package isn't meeting needs)

➢ Complete 'Speech and Language Therapy Service referral checklist'
➢ See SEND Coordinator re referral to Speech and Lang. (If they don't accept the referral they may give advice through the referral phone service).
➢ If behaviour is causing concern (as a result of difficulties in communication) refer to behaviour pathway on the behaviour procedure and complete a 'Getting to know me form' or 'GDA' – see SEND Coordinator This might result in the child being assessed by a paediatrician.
➢ Complete EHAF if parents struggling at home and are asking for support.
➢ Springboard to access other professional advice like Communication and Interaction team/Early Years etc – through SEND Coordinator
➢ SEND Coordinator decides if it is appropriate to place the child on the SEN Register.
➢ Create a Vulnerable Pupil Passport
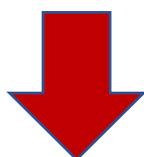
Outside Agency Support

Support from Speech and Language Therapy Service
➢ If the referral meets thresholds, they will offer the child an appointment and will meet with staff and parents. School will have to complete a questionnaire prior to the appointment.
Support from Communication and Interaction Team/SFSS
➢ If the referral meets thresholds, a member of the team will come and speak to staff, observe the child and offer advice.
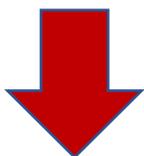
Individualised plan of support

➢ If appropriate the Speech and Language Therapist will write an individual plan for the child
➢ TA will need to be allocated to deliver the plan
➢ Therapist and school to monitor progress
➢ Follow advice from Communication and Interaction team/SFSS/Paediatrician - **Plan Do Review**
➢ SEND Coordinator may decide that a bid for AFN funding is appropriate if more support is needed to deliver the individualised provision.

SEND Escalation Procedures : Physical Health Procedure

Quality First Teaching

- ➢ Discuss with parents
- ➢ Work around transitions – Vulnerable Pupil Passport
- ➢ Make sure medicines/epipens/inhalers are in date
- ➢ Make sure Scholarpack and CPOMS is updated with new medical information (Care plan in the vault on CPOMs)
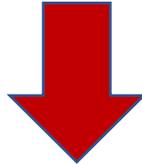
School Nurse/GP/Health Visitor

Keep copies of correspondence that is passed on to you safe, read then pass on to SEND Coordinator
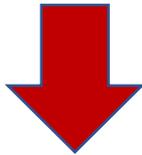
If there is a condition discuss with line YGL and SEND Coordinator if a **care plan may be needed**

- ➢ Line manager can seek advice from SEND Coordinator/parents/health professional
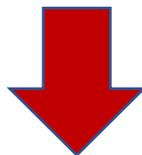
Implement Care Plan for the child

- ➢ Keep the care plan in the class for reference
- ➢ Inform all appropriate staff in school
- ➢ Follow only what it says on the care plan
- ➢ Do they need to be on the SEN register?
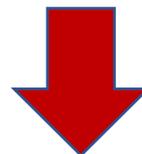
If the care plan becomes out of date/isn't possible to implement
- ○ Talk through with line manager
- ○ Inform parents
- ○ Health Professional to update plan and ask parents to sign

Multi-agency meeting

Strategy Sheets (First Quality Teaching)

Cognition & Learning

- Make sure you know the level of difficulty of any text you expect the pupil to read
- Key words/vocabulary emphasised when speaking and displayed clearly
- Pre-teaching of subject vocabulary – ensure all text and print is clearly visible
- Instructions broken down into manageable chunks and given in sequence
- Teach sequencing as a skill e.g. sequencing stories, alphabet etc.
- Pupils encouraged to explain what they have to do to check understanding
- Resources, equipment, homework diaries make use of consistent symbols and colour coding
- Links to prior learning explicitly made
- Key learning points reviewed at appropriate times during and at end of lesson
- Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders
- Provide – and teach use of – range of writing frames to aid organisation
- Alphabet strips stuck to desks
- Key words and/or phoneme mats on desks
- Mark writing for content – encourage pupils to highlight one or two words themselves that may be incorrect to be looked at later
- Use IT programs and apps. to reinforce and revise what has been taught
- To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.
- Texts which reflect interest and age range – good range of 'hi-lo' (high interest, low reading age) available
- Text presented clearly – uncluttered, use bullet points and clear font Diagrams and pictures to add meaning alongside text
- Close procedure exercises to vary writing tasks and demonstrate understanding
- Don't ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this
- Teach and model memory techniques
- Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence etc.
- Mark starting point for each line with a green dot
- Minimise copying from the board – provide copies for pupil if necessary

Use TA for pre-tutoring – preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts
Link new learning to what pupil already knows – e.g. start lesson with class mind map of what they already know about a subject
Tell pupils the three key points of the lesson, teach them and recap on them at the end
Break new learning down into small steps
Provide multiple examples of new concepts, and take these examples from children's own real-life experience rather than talking in the abstract.
Use visual and kinaesthetic learning - learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting.
Use scaffolding – having a peer or adult work alongside the pupil at first, then gradually withdraw as confidence grows, or having pupil finish a task that has already been part-done for them.
Use short simple instructions. Give one at a time and check for understanding. Write down and leave up instructions after saying them.
Question pupil after some other pupils have given examples of what is required.
Give pupil time to think, or to talk to a partner before answering a question, or say 'I'm going to come back to you in a minute to ask you xxxx.'
If pupil can't answer a question, scaffold/support till they can rather than saying 'Can anyone help x?'; echo back the pupil's answers in expanded form
Buddy the pupil with a more able peer
Have any text that the pupil will struggle with read to them by a 'study buddy' or TA
Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word
To help pupil extract the salient points from information they are given, use highlighter pens or provide cards telling them what they have to look out for on a visit, in a text or from sources such as film
Make learning strategies explicit by 'thinking aloud' yourself
Help pupil develop and generalise effective learning strategies – when successful, ask them to identify what they did to solve the problem/find the information
Model to the pupil that making mistakes is OK and a part of the learning process
Agree a private signal the pupil can use to show you they have not understood
Pair a higher attaining group with a lower attaining one and provide a range of collaborative activities so pupils can help one another
Prepare pupils for writing – have them work in a group with you or a TA to rehearse orally what they want to say, then plan the writing together
Enable pupil to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps , sorting statements or pictures into categories
Use software that supports writing , with on-screen word grids from which they can choose the words they need
Scaffold writing: • Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking • Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings • Provide clue cards. • Use cloze procedure (where the pupil fills in missing words in text) • Print off an IWB page used in whole-class session and have pupils add to it/annotate

Dyslexia

Have pupils work in pairs – dyslexic pupil who has good ideas but difficulty with spelling and handwriting with a pupil who is good at writing but not so strong on ideas
Have any text that the pupil will struggle with read to them by a 'study buddy' or TA
Avoid asking pupil to copy from board - have them work with a study buddy, or quickly jot things down for them, or use a photocopied transcript
Be aware that the pupil may find it hard to hold questions, information or instructions in their head for long enough to act on them, and: • repeat instructions/questions • jot them down on a sticky note, or encourage the pupil to do so • allow time for processing (for example paired discussion with a partner before putting hands up)
Be aware that dyslexic pupils may know something one day and forget it the next, may lose or forget equipment they need, or may forget what they are supposed to be doing in the course of a lesson. Avoid criticism when this happens; instead, talk with them about strategies they can use to help them remember things
Use ICT supports – audio taped texts, laptop, predictive word processing , speech-supported texts, spellcheckers, mind mapping software
Mark for content rather than presentation. When marking, praise for two correct spellings, target two incorrect spellings and use these errors as teaching points. Suggest a way of avoiding the mistake in future - for example, the similarity of the spelling to other known words, or 'the tricky bit' that has to be learned.
Enable pupil to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations, dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps , sorting statements or pictures into categories
Scaffold writing: • Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking • Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings • Provide clue cards • Use cloze procedure(where the pupil fills in missing words in text) • Print off an IWB page used in whole-class session and have pupils add to it/annotate
Do not expect pupil to easily remember sequences such as days of the week, months of the year, the alphabet, times tables, number facts. Provide aids (for example, a pocket alphabet or calendar, table squares, calculator}
Avoid embarrassing pupil by asking them to read aloud in front of others, unless they volunteer
Overcome problems in learning by rote by helping pupil recognise patterns, use mnemonics, or use memory strategies that create relationships between items in a list in order to aid recall.
Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning
Teach pupil strategies to improve organisation, such as diaries, work plans, checklists of equipment they have to bring to school each day
Provide the pupil with a study pack – spellchecker, highlighter pens, glue sticks, post-it notes, a line tracker for following text, blank audio tapes, index cards for subject vocabulary or spelling mnemonics, dictionary sheet of high frequency words, alphabet strip, memory jogger card for b/d confusion, sticky labels to use to correct or conceal, a tables square, a calendar, a calculator

Social, Emotional and Mental Health

- Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence
- Refer pupils regularly to classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply same consistency
- Play calming music where appropriate
- Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources
- Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.
- Make expectations for behaviour explicit by giving clear targets, explanations and modelling
- Use a visual timer to measure and extend time on task – start small and praise
- Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)
- Provide alternative seating at carpet time if this is an issue
- Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary
- Ensure that equipment and/or tools are easily accessible and available for use
- Give a set time for written work and do not extend into playtime to 'catch up'
- Chunk instructions and support with visual cues
- Make use of different seating and grouping arrangements for different activities
- Communicate in a calm, clear manner
- Keep instructions, routines and rules short, precise and positive
- Listen to the pupil, giving them an opportunity to explain their behaviours
- Communicate positive achievements – no matter how small – with home and encourage home to do the same. Could be in the form of a 'Golden moments' or 'Good News' book or 'Good notes' to be collected in a small plastic wallet
- Allow pupil to have a safe place to store belongings
- Ensure groupings provide positive role models
- Transition from whole class work to independent or group work is taught, clearly signalled and actively managed
- Speak to SEND Coordinator about possible CASY (counselling).

Seat pupil by a more settled peer
If pupil becomes wound up/anxious allow him/her to remove self to an agreed calm-down area
Make tasks short, with frequent breaks and opportunities to move around
Remember that children (and adults) who are stressed find it hard to take in and remember complex information; make instructions short and clear. When pupil is experiencing emotional turbulence or anxiety, provide low-key tasks and increased structure and predictability in the classroom environment
Set tasks with clear goals , outputs and timescales
Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines for pupil to refer to. Illustrate them visually – for example, use a traffic light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices).
Expect to teach pupil specific behavioural skills e.g. how to ask for help
When pupil is misbehaving: • Say what you want him or her to do, rather than what you don't - 'N., I want you to keep your hands in your lap' instead of 'N, stop bothering P' • Label the behaviour but not the pupil – not 'You big bully' but 'N, bullying is not allowed in our school' • Remind pupil of a rule , rather than telling them off – 'N, our rule is we put up our hand to answer', or make a point of praising a pupil who is keeping the rule - 'A., I like the way you put your hand up when you knew the answer' • Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them
Make an effort to 'catch the pupil being good' and praise them. Aim for a ratio of four positive comments to one negative and teach pupil how to reward themselves: 'You managed to concentrate on your work very well just then: give yourself a pat on the back'.
Devise a private signal system to let the pupil know when they are off task or behaving inappropriately
Use a planned reward system for appropriate behaviour
Enhance access to ICT - use of the internet to research a topic, access to predictive word processing software and on-screen word grids to support writing, opportunities to create presentations
To help pupil work independently: • actively teach core routines for certain tasks, having pupil practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them to do that type of task • give independent tasks that have previously been modelled for the whole class • give clear guidelines: 'I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your writing partner' • use visual prompts in the form of pictorial task cards • provide support in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for 'Five things to do if you are stuck with your work'
Take steps to build pupil's self confidence : • Find out what they know about or are good at, and have them share this with the rest of the class or school • Give them responsibilities, for example organising a lunchtime or after-school club, being a playground buddy, helping those who are new to the school • Have them keep records of new things they learn and can do • Ask them to tutor another pupil with their work • Photocopy good pieces of work for them to take home
Take special steps to build the relationship with the pupil: • **Take extra care to greet the pupil each day and say a word or two individually to them** • **Have lunch with the pupil from time to time. Try to involve them in a lunchtime or after school club you run** • **Invite them to help you with daily tasks** • **Listen without giving advice or opinions; show that you understand how the pupil feels** ...'*That must have made you very angry/upset*' • **When things go wrong, reject the behaviour, not the pupil ... '***This is not the behaviour I expect to see from someone as kind and helpful as you*'

- **Don't be afraid to tell the pupil you like them and that what happens to them matters to you ...'*You really matter to me and it's important to me that you do well this year*'**

Organise time – perhaps during registration - for a teaching assistant to chat with the pupil , giving them a chance to talk about anything that may be troubling them and get themselves ready for learning

Ask another pupil or a small group to buddy the pupil who is having difficulties, praising them when they achieve easily reachable behavioural targets

Deploy a teaching assistant to model, coach and reinforce group-work skills when the pupil is working collaboratively with other pupils.

Attention Deficit Hyperactivity disorder (ADHD)

Seat pupil near the front with their back to the class, between two good role models and well away from areas other pupils need to walk through
Establish a quiet place where pupil can go to work
Allow pupil to fiddle with a piece of blu-tac, rubber band, squeeze ball or another chosen object
Make tasks short, with frequent breaks and opportunities to move around
Give instructions simply and clearly. Make sure the pupil is looking at you first. Check that he or she has understood them
Use a kitchen or sand timer to help pupil complete a task in a specified period of time
Aim for a ratio of four positive comments to one negative and teach pupil how to reward themselves: 'You managed to concentrate on your work very well just then: give yourself a pat on the back'.
Devise a private signal system to let the pupil know when they are off task or behaving inappropriately
Use a planned reward system
Teach a relaxation strategy like slow breathing and cue pupil when they need to use it
Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines for pupil to refer to. Illustrate them visually – for example, use a traffic light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices)
When pupil is misbehaving: - Say what you want him or her to do, rather than what you don't - 'N., I want you to keep your hands in your lap' instead of 'N, stop bothering P'   - Label the behaviour but not the pupil – not 'You big bully' but 'N, bullying is not allowed in our school'   - Remind pupil of a rule , rather than telling them off – 'N, our rule is we put up our hand to answer', or make a point of praising a pupil who is keeping the rule - 'A., I like the way you put your hand up when you knew the answer'   • Use the language of choice, reminding pupils of the consequences of the various behavioural choices open to them

To help pupil work independently:
     • actively teach core routines for certain tasks, having pupil practise them with progressively less help until they can quickly tell you and show you what they have to do if you ask them to do that type of task
     • give independent tasks that have previously been modelled for the whole class
     • give clear guidelines: 'I expect you to have produced at least three lines by ten past ten; I will be asking you then to share these with your writing partner.'
     • use visual prompts in the form of pictorial task cards
     • provide support in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for 'Five things to do if you are stuck with your work'

Ask another pupil or a small group to buddy the pupil who is having difficulties, praising them when they achieve easily reachable behavioural targets.

Communication & Interaction

- Photographs of staff and pupils displayed in foyer and classrooms
- 'Rules' of good listening displayed, taught, modelled and regularly reinforced
- Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card)
- Key words/vocabulary emphasized when speaking and displayed visually with picture cues
- Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play
- Instructions broken down into manageable chunks and given in the order they are to be done
- Delivery of information slowed down with time given to allow processing
- Pupils are given a demonstration of what is expected
- Minimise use of abstract language

Use TA for pre-tutoring – preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts
Begin work on a new topic with pupil's existing knowledge and experiences - make a mind map or other visual representation of what they already know
When you start a new topic, develop a class chart of the vocabulary that pupils will find useful or need to learn
Use cued listening – give pupil a small number of questions that they will have to answer after listening to teacher presentation or video input
Use pupil's name before asking a question or giving an instruction
Give directions before, but not during an activity
Keep verbal instructions simple, and in the order you want them carried out. Be aware of how many 'information-carrying 'words you are using : 'Get your **maths book** from the pile on **my desk** ; on a **clean page, write** the **date** and then **copy down** the **calculations on the board'** has more information-carrying words than many adults will be able to remember.
Give pupil time (at least 10 seconds) to respond and then, if necessary, repeat what you said. Use the same words unless you think the vocabulary was too difficult to understand
Check for understanding - ask the pupil to tell you what they have to do
Agree a private signal pupil can use to show you they have not understood
Support your oral presentations /explanations with pictures, real objects or mime
Use symbols to support spoken language and text (www.widgit.com)
Use visual summaries of discussions – mind maps, flow charts, diagrams, comic strip format
Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word
Cue pupil in to a change of topic of conversation/presentation- say 'Now we are going to talk about …'
Question pupil after some other pupils have given examples of what is required

Give pupil time to think, or to talk to a partner before answering a question, or say 'I'm going to come back to you in a minute to ask you xxxx. But first I'm going to ask you a question
If pupil can't answer a question, scaffold/support till they can rather than saying 'Can anyone help x?'
Use a hierarchy of questions - start with an open question ("What do you think might happen next?"), then if support is needed frame the question as alternatives ("Do you think x or y?")
If you cannot understand what the pupil has said, do not pretend you have – ask for repetition in different words
Encourage conversation by commenting rather than asking too many questions
Pair pupil with a study buddy to repeat instructions and demonstrate tasks
Accept pupil's spoken utterances but rephrase and give them back in a grammatically correct and expanded version
Support oral work with talk frames /key phrases ('First…next…finally', 'I think …but on the other hand'
Support writing with writing frames and lists of vocabulary to choose from
Use a range of ways of recording so that learning is not limited by the pupil's ability to write full English sentences: - bullet points and mind maps - ordering tasks – for example, ordering cut-out words to make a sentence, or sentences to make a sequence of instructions; - matching tasks, such as matching labels to pictures/diagrams/maps; - cloze procedure, where they fill in missing words in text; - annotating a print-off of IWB page - PowerPoint presentations - making posters, oral presentations, dramatic reconstructions
Provide the pupil with a study pack – glossaries of key subject vocabulary, highlighter pens, glue stick, post-it notes, index cards to make their own mind maps/cartoon strips/key word lists, templates for writing up science experiments etc
Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning
Write down homework for pupil, or give it on a pre-printed sticky label or sheet they can stick into their book, or record your instructions on a dictaphone. Allocate a homework buddy they can ring if they have forgotten what to do ('phone a friend')

Autistic Spectrum Disorder

Prepare the pupil before the session/lesson by outlining what it will be about
Support oral presentations /explanations with charts, diagrams, pictures, real objects or mime
Set tasks with clear goals and write worksheets in step-by-step form
If pupil becomes anxious allow him/her to remove self to an agreed calm-down area
Seat pupil in an area of classroom free from busy displays and distractions
Teach/use clear classroom routines, e.g. have all pupils hold an object when it is their turn to talk. Display classroom rules and routines, illustrated by pictures, for pupil to refer to. Illustrate them visually – for example, use a traffic light system to indicate whether pupils can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices)
Use a visual way of showing the pupil what they/the class will be doing, such as a sequenced series of pictures (a visual timetable) , clock face divided into sections, or written list
Use timeline of events → → that branches ↕ to show where pupil will have to make choices
Use short simple instructions. Give one at a time and check for understanding. Repeat instructions in same words rather than different ones. Write instructions down as a list for pupil to tick off when completed.
Use pupil's name before asking a question or giving an instruction
Avoid or explain metaphorical language and idiom like 'pull your socks up', 'it's raining cats and dogs', 'in a minute'
Explain any changes of routine to the pupil in advance
Involve the pupil by asking direct, concrete questions at their level of understanding
Support writing with writing frames, templates (e.g. writing up a science experiment), mind maps, gapped handouts
Allow pupil to work alone rather than in a group where possible. If in a group, give clear roles within the group and put the rules and roles into writing
Use visual prompts on cards or photos , or consistent non-verbal signs (sit, look, listen, hand up, wait , quiet) to show pupil the social behaviours expected
Prevent repetitive questioning by giving pupil a set number of question cards to give you each time they ask a question – when cards are gone, no more questions
Don't ask the pupil to talk or write about imagined experiences
Avoid tasks which depend on empathy (e.g. in literature, history, geography, PSHE and citizenship)
Set explicit and clear expectations e.g. how many lines to write, how many questions to answer, how long to listen (use timer)
Put a green 'start' dot on the pupil's book and a line to show where to finish. Use in and out boxes for work to be done and work that is finished.
Provide pupil with a symbol card to display when he or she wants help
Expect to teach pupil social skills e.g. what to say/do when praised, how to ask for help. Always tell the pupil what to do rather than what not to do.
Provide a structure for unstructured time e.g. chess club rather than breaktime outside
Model to the pupil that making mistakes is OK and a part of the learning process
Use incentives based on pupil's interests e.g. a pause every hour to focus on their interest or obsession, once they have completed their work
If pupil goes off at a tangent, direct conversation back to the topic in hand ;' Right now we are talking about volcanoes'
Use immediate and individualised reward systems e.g. collecting a number of stickers

Sensory and/or physical

Visual Difficulties

- Give as many first hand 'real' multi-sensory experiences as possible
- Ensure correct seating in relation to board, whiteboard, Smartboard
- Consider lighting – natural and artificial – which is most comfortable?
- Avoid shiny surfaces which may reflect light and cause dazzle
- Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board
- Address the pupil by name to get their attention

Use TA for pre-tutoring – preparing pupil for lesson e.g. explaining concepts that rely on vision for understanding
Don't ask pupil if they can see what is on board/IWB etc (they may not know) - check by using symbols that pupil knows then use same-size font/background/colour as the symbols you have checked
Avoid pupil having to look directly into a light source – do not sit or stand with the light behind you
Use clear well spaced print that is suitably contrasted with the background according to individual pupil's needs (for x, y colour on z background). Use non-glossy non-reflective paper. Use photocopies of masters not of faint blurred versions
Give verbal information to replace/supplement information from pictures, questions, facial expression
Use tactile experience to replace/supplement visual input (or example, if class are watching sugar cubes dissolve in a beaker, pupil can put their hand in beaker and feel it dissolve)
Ensure pupil has an individual copy of print material being read in the appropriate format (e.g. large print, Braille). This applies to information on classroom walls too (posters, key vocabulary lists)
Say pupil's name before asking a question or giving an instruction and indicate who is talking in a class discussion
Provide pupil with own copy of materials to be written on board or IWB; read aloud what you or other pupils are writing up
Use larger-lined paper, columns or boxes to place numbers in, squared paper. Have pupil use dark pen instead of pencil
When alerting pupils to an action, artefact, illustration or example don't just point - describe what you want the pupils to take notice of and if necessary describe what it is.
Ensure pupil uses aids supplied - such as CCTV, hand held and portable video magnifiers, book stands, speech output software, digital accessible information system.
Ensure pupil has access to the most appropriate medium for recording work (heavily lined paper, lap top, Braille machine, tape recorder, headphones, digital accessible information system.) Access to power supply or space for Braille machine may be required
Ensure pupil has all the curriculum materials and equipment required to hand and that the materials are organised and contained consistently and securely (Use Dycem non slip mat, a high sided tray or container with compartments)
Minimise need for extensive handwritten recording – use ICT (predictive word processor, on-screen word banks, graphics packages), bullet points, mind mapping , flow charts, gapped handouts , buddy acting as scribe, photocopied transcripts of notes, print-off of IWB page for pupil to annotate
Use tactile indicators – blu-tac, paper clips – to help pupil find information, locate where they need to be on page, keep track of which question they are on in a series
Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to learning
Record your homework instructions on a Dictaphone. Allocate a homework buddy they can ring if they have forgotten what to do ('phone a friend')

Hearing Difficulties

- Keep background noise to a minimum
- Slow down speech rate a little, but keep natural fluency
- Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Model and teach careful listening along with signals when careful listening is required
- Occasionally check that oral information/instructions have been understood
- Face the pupil when speaking
- Divide listening time into short chunks

Use TA for pre-tutoring – preparing pupil for lesson e.g. explaining new words and concepts
Seat pupil at front where able to read text, hear and lip-read.
Position sign supporters alongside teacher where pupil can see both
Ensure light is on teacher's face, i.e. light source behind pupil – don't stand with your back to a window
Face pupil when speaking to facilitate lip-reading; repeat any instructions that have been given when the pupils could not see the speaker.; avoid writing on board or IWB while speaking as you will not be facing pupil
Don't make the pupil concentrate on lip reading for too long without a break.
When other pupils contribute, ensure that they speak one at a time. Paraphrase their contributions back to the class.
Speak clearly , naturally and at a normal rate – shouting or exaggerated 'mouthing' distorts normal lip patterns
Minimise background noise, e.g. noisy heater, buzzing light. Make other pupils aware of need for a quiet working environment.
Use short simple instructions. Give one at a time and check for understanding. Repeat instructions first in same words, but then if the pupil does not understand a word use a different one.
Support oral presentations /explanations with charts, diagrams, pictures, real objects or mime. Write topics or headings on the board as you introduce them.
Prepare the pupil before the session/lesson by outlining what it will be about.
Use pupil's name before asking a question or giving an instruction
Cue pupil in to a change of topic of conversation, presentation - say 'now we are going to talk about'
Question pupil after some other pupils have given examples of what is required.
Accept pupil's spoken utterances but rephrase and give them back in a grammatically correct version.
Be aware that independent writing will reflect the pupil's spoken language levels and will not necessarily be grammatically correct.
Support writing with writing frames and lists of vocabulary to choose from
Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word
Use a range of ways of recording so that learning are not limited by the pupil's ability to write full English sentences: • bullet points and mind maps • ordering tasks – for example, ordering cut-out words to make a sentence, or sentences to make a sequence of instructions; • matching tasks, such as matching labels to pictures/diagrams/maps; • cloze procedure, where they fill in missing words in text; • annotating a print-off of IWB page • PowerPoint presentations • making posters, oral presentations, dramatic reconstructions
Agree private signal pupil can use to show you they have not understood
Try to use video with subtitles; if not available, allow pupil to borrow video material after lesson to go through it again. Don't ask pupil to make notes while watching a video.
Allow extra time to complete tasks and be aware of the fatigue the pupil may experience because of the amount of effort they have to put in to listening

Motor Coordination

- Consider organisation of classroom
- Ensure that left and right handed pupils are not sitting next to each other with writing hands adjacent
- Seating should allow pupil to rest both feet flat on the floor – check chair heights
- Desk should be at elbow height
- Positioned so pupil is able to view the teacher directly without turning the body –
- close enough to see and hear instructions
- Mark starting point for each line with a green dot
- Equipment clearly labelled and kept in same place in class
- Allow additional time to complete tasks

Minimise need for extensive handwritten recording – use ICT (predictive word processor, on-screen word banks, graphics packages), bullet points, mind mapping , flow charts, gapped handouts , buddy acting as scribe, photocopied transcripts of notes, pre-prepared post-its with information the pupil can pick up and place on the page, print-off of IWB page for pupil to annotate
Design worksheets so that the layout is uncluttered. Use buff or cream paper, large print (12-14 point) and a clear font such as Arial. Set information out in panels. Signpost sections with key words, symbols and pictures. Put important information in bold or colour.
Check seating – desktop should be at elbow height, pupil should be able to sit right back in their chair with knees bending back at right angles and **feet flat on the floor**. Put box or large book under feet if necessary.
Use aids supplied – portable writing slope, clipboards to attach paper to, non-slip mats, repositional glue sticks used to anchor paper or other materials, ruler and paper backed with Dycem, small tray for equipment, triangular and thick-barrelled pencils/pens /paintbrushes or smooth-flowing rollerball pens, two handled/ loop handled/spring-loaded scissors, transparent pencil case, templates and stencils (e.g. map outlines) for drawing
Use a reminder handwriting alphabet and numeral formation guide at top of desk
Use larger-lined book or paper , columns or boxes to place numbers in, squared paper
Provide the pupil with study packs – everything they need for each subject/lesson in a separate folder, plus pack of highlighter pens, post-it notes, a line tracker for following text, various sized card 'windows' to limit vision to one area of page, sticky labels to use to correct or conceal
Teach pupil strategies to improve organisation, such as diaries, workplans, checklists of equipment they have to bring to school each day
Help pupil follow text on board or IWB by writing/highlighting alternate lines in different colours
Enlarge pages from textbooks, cut out the particular exercise needed and then mount it on a separate page.
If the pupil needs to work through a series of questions, help them keep their place by using a paper clip or blob of blu-tac to indicate which question they are on
Pair pupil with a more coordinated study buddy for work involving fine motor skills
Provide pre-prepared formats (diagrams, charts and graphs) on which pupil can record information
Teach pupil to talk themselves through visual and spatial tasks – e.g. learn verbal model for letter formation('b - start at top, down, up, round') down', translate maths calculations into verbal problems
Seat pupil away from distractions with plenty of space each side of them – pupil should have writing arm on the outside edge of shared table. Pupil should be able to see the teacher without turning their body
Avoid criticism if pupil looks untidy
Choose resources that don't require manipulation (e.g. number line rather than counters in maths)
Colour code spatially confusable items e.g. x sign in one colour, + sign in another
Allow ample rest periods as concentration and motor effort is demanding and pupil is easily fatigued
Write down homework for pupil or give it on a sheet or pre-printed sticky label they can put in their book. Accept homework written down by parents.

* See also speech and language – expression – if speech articulation is a problem