

Goffs School



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## Special Educational Needs and Disabilities Policy (SEND)

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This policy, in line with the Goffs School Equality Policy and Accessibility Policy, is to promote and ensure the successful inclusion of students with Special Educational Needs and Disabilities (SEND). The policy includes changes to the support and services of children as outlined in the Children and Families Act 2014 and the Special Educational Needs and Disabilities Code of Practice 2014.

Goffs School is an inclusive learning community that values the abilities and achievements of all of its students and is committed to providing each student the best possible environment for learning. We acknowledge that many students will have special needs at some time during their school life and every student will be helped to overcome their difficulties.

### **Partnership with parents/carers**

The school firmly believes in developing a strong partnership with parents/carers that enable's students with Special Educational Needs and Disabilities (SEND) to achieve their potential. The School recognises that parent/carers have a unique overview of their child's needs and how best to support them, and that gives them a key role in the partnership.

### **The SEND Code of Practice**

The Code of Practice offers guidance designed to help schools make provision for students with special educational needs following the Identification and Assessment of Special Educational Needs. The following pages set out the model and provision that Goffs School will provide in line with the new SEND Code of Practice 2014 which can be found at the website below;

[www.hertsdirect.org/sendpractise](http://www.hertsdirect.org/sendpractise)

### **Aims of the Special Educational Needs and Disability Policy (SEND)**

In line with Hertfordshire County Council's Local Offer Goffs School has a graduated approach to SEND and aims to provide all students with strategies for dealing with their needs in a supportive environment. In particular we aim to:

- Ensure that all student's, whatever their special educational needs and disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates progression in learning
- Ensure high aspirations for all students
- Deliver high quality teaching and differentiation
- Enable each student to experience success and fulfil their potential
- Ensure that students with SEND have equal opportunities to take part, as far as it is appropriate, in all aspects of the school's provision
- Identify, assess, record and regularly review students' progress and needs
- Involve parents/carers in planning and supporting all stages of their child's development
- Provide all students with strategies for dealing with their needs in a supportive environment, and give them meaningful access to the curriculum

### **Special Educational Needs and Disabilities**

A child has special educational needs if she or he has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if she or he:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority (see Accessibility Plan)

- Students must not be regarded as having a learning difficulty solely because they speak English as an Additional Language (EAL)
- A student has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

### **Identification and assessment**

At Goffs School, we adopt a whole school approach to SEND policy and practice. Students identified as having SEND will be, as far as possible, fully integrated into mainstream classes. Every effort will be made to ensure that all students have full access to the Curriculum and are integrated into all aspects of the school.

If a student is known to have SEND when they arrive at Goffs School the following takes place:

- Careful liaison with their previous school to ensure that the transition process is effective and the individual's needs are met when they enter Goffs School. This includes attending statement/Education Health Care Plan review meetings where relevant
- The Special Educational Needs Coordinator along with Directors of Learning, Head of Departments and class teachers, monitors their progress carefully
- Joint working with the student and the parent/carers to develop joint learning approaches
- Staff receive regular training to ensure every child's need is met
- Ensure students' needs are met for external exams through identification and assessment for Access Arrangements

Goffs principle of inclusiveness means that all teachers are well equipped to deliver high quality teaching to student's with SEND. Teaching students with SEND is a whole-school responsibility requiring a whole school response. Other students may be identified as having SEND at any time through the SENCO, class teachers and pastoral team working closely together. Early identification of students with SEND is a priority; the school will use appropriate screening and assessment tools, and ascertain student progress through:

- On-going assessment by class teachers and the pastoral team
- Reading and spelling assessments organised by the Student Support Department to evaluate effectiveness of interventions put in place
- Joint working with the Student and Parent/Carer
- Year 7 Cognitive Ability Tests (CAT) in the first half of the Autumn term
- Evidence obtained by teacher observation and assessment
- Student performance in the curriculum judged against level/grade descriptors
- Standardised screening and assessment tools
- Reports and lesson observations by SENCO
- Records from previous schools
- Information from parents and carers
- External exam results

### **SEND Provision**

At Goffs School it is vital that every student's needs are met so that they can reach their full potential. The main methods of provision made by Goffs School are:

- Full-time education in classes, with additional help and support from the class teacher through a differentiated curriculum
- In-class support from teaching assistants
- High quality teaching
- High aspirations

- Withdrawal from Modern Foreign Language in Year 7/8 to work on developing Literacy Skills where appropriate
- Support with reading during morning registration period (reading buddies)
- Teaching Assistant support during morning registration period
- Passports to Success which include individual strategies written by students/parents/carers (See appendix 1)
- Support from a range of external professionals
- Mentoring from our Youth Workers
- Access to clubs and activities within the Student Support department
- A weekly reading buddy support where sixth formers, under the guidance of the Student Support Department, support low level and/or reluctant readers.
- A homework club is available for all students in Student Support after school on Monday, Wednesday and Thursday evenings.

Please note this is not an exhaustive list. (See the Provision Map Appendix 4)

#### **Supporting Students at school with Medical conditions:**

- The school recognises that students at school with medical conditions should be properly supported so that they have full access to education including school trips and Physical education
- Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the equality act 2010
- Some may also have special educational needs (SEN) and may have a statement, or Educational Health Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND code of practice (2014) is followed.
- Please see the Supporting Students with Medical Conditions Policy and Accessibility Policy, link for the SEN code of Practice:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

#### **Categorisation of barriers to learning**

The SEND Code of Practice 2014 describes the four broad barriers to learning that your child could be identified as having a need in:

1. Communication and interaction including, speech and language difficulties and autistic spectrum disorders
2. Cognition and learning including, specific learning difficulties
3. Emotional, social or mental health including, ADHD, self-harm
4. Sensory, medical or physical including, hearing, visual or physical

#### **Our Graduated response**

From September 2014 the current system of School Action and School Action plus will be replaced by the Graduated Response. The Graduated Response consists of 4 stages:

- Assess
- Plan
- Do and
- Review

After assessment, if a school decides to provide a student with SEND support, parents/carers will be informed formally. We will talk to parents and carers regularly (at least three times each year) to set

clear outcomes and review progress towards them, discuss the activities and provide support that will continue to help the student to achieve. In addition we will work closely with the parent and the student to ensure that within the plan there is clear responsibilities identified for Goffs School, the parent, and the student. (See appendix 2 Goffs SEND Pathways)

### **SEND Intervention**

At Goffs there are 3 waves of intervention for students:

Wave 1 – Student need is identified and support is provided in lessons by the class teacher to ensure good progress is made.

Wave 2 – Student fails to make appropriate levels of progress under wave 1 intervention and whole school interventions are put in place by the SENCO to ensure that good progress is made.

Wave 3 – Student fails to make appropriate levels of progress under wave 2 intervention and external agencies become involved to provide additional support to ensure good progress is made.

### **Additional support outside of Goffs School**

External Support Services plays an important role in supporting the school to identify, assess and make provision for students with SEND:

- The school receives regular visits from the area Educational Psychologist (EP)
- The school may also seek advice from specialist advisory teaching services including the Child and Mental Health Service (CAMHS)
- The Speech and Language Therapists if required support students with SEND and contribute to the annual reviews of these students
- To ensure effective collaboration when identifying needs and making provision for our most vulnerable students, Common Assessment Framework (CAF) meetings which involve representation from all appropriate external agencies, are arranged
- The school liaises with the Hertfordshire Youth Connexions Personal Advisor regarding all students with SEND
- Liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other

### **Education and Healthcare Plans (EHCP)**

SEND statements are gradually being replaced with Education, Health and Care (EHC) plans for children and young people for complex needs. EHC plans will take children and young people up to the age of 25. From September 2014, new assessments of SEND will follow the new rules, and support will be provided through an EHC plan.

An Education, Health and Care assessment looks at life beyond education and brings the different services together.

Transfers from Statements to EHC to plans are targeted to be completed by September 2016 and will be phased in as follows:

Students in years 9 & 11 will convert from their Statement of Special Educational Needs to an Education, Health and Care Plan (EHC) at their next annual review meeting in 2014/15. The school will liaise with the EHCP coordinator and other agencies to prepare the plans. A conversion will replace the annual review of the statement of SEND and will take into account the existing statement and the progress of the child/young person since the last review. For young people post 14, these outcomes will reflect preparation for adulthood.

Students in Years 8 & 10 with statements will not be transferred to EHC until 2015/2016. As such the current Statement will remain in use until 2015/16. Students currently in Year 7 will convert in 2016 and their statements will remain in use until conversion. The Annual review will continue to take place each year as normal.

All transfers from statements to EHC plans will be completed within three years, so for students who already receive support. We will follow the HCC guidelines until September 2017.

Goffs School will work very closely with the Local Authority SEN officer to ensure high quality plans are in place and parents/carers and students continue to be fully supported.

### **School's requests for Education and Health Care Plan**

For a student who is not making adequate progress, despite SEN support and in agreement with the parent/carer. We will request that the Local Authority make a statutory assessment. Planning, monitoring and review processes will continue as before while waiting for the outcome of the request. The whole process needs to be completed in 20 weeks.

**The Hertfordshire Local Offer** Information can be found at: [www.herts.direct.org/localoffer](http://www.herts.direct.org/localoffer)

As part of the reforms, Hertfordshire has developed a 'local offer' for young people and families of children with SEND.

The Hertfordshire Local Offer provides clear, comprehensive and accessible information about the support and opportunities that are available for all children and young people with SEND and their families (not just those who have an EHC plan).

In addition, at Goffs we have outlined our local offer which provides parents/carers with all of the information they need regarding our SEND provision. This can be found on our website (see Appendix 3 for Goffs Offer)

### **The School's arrangement for SEND and Inclusion - In-Service training**

- The SENCO regularly attends cluster meetings to continue to develop school practice
- Meeting additional needs and inclusion issues are targeted each year through the School Development Plan
- Strategy guidance booklets are given to all staff to ensure that students are fully supported in class
- Regular training for staff

### **The role of the Special Educational Needs Co-ordinator (SENCO)**

The SENCO plays a crucial role in the school's SEN provision. This involves working with the Principal and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day to day operation of this policy
- Coordination of the provision for students with SEND
- Liaising with and giving advice to fellow teachers
- Line managing Teaching Assistants
- Effectively manages all administration relevant to the efficient fulfilment of all relevant SEND responsibilities undertaken by the school in response to student need and statutory requirement
- Liaising with parents/carers
- Liaising with external agencies, Health and Social Services and Connexions.
- Assessment of Access Arrangements
- Supports subject departments and pastoral teams in understanding SEND issues and assisting developing effective strategies for improved provision
- Analyses school performance data and deducing trends and issues that feed into improved provision for student achievement
- Ensures that robust procedures are in place to monitor, review and evaluate learning outcomes and the quality of teaching in the department
- Attending cluster meetings to update and revise regional and national developments in SEND and Inclusion

### **Admission Arrangements**

Students with SEND are considered for admission to the school on exactly the same basis as for students without SEND. Students who have an Education, Health Care Plan or Statement of Special Educational Needs will be accepted, unless the school is unable to meet the identified needs.

### **The Role of the Governing Body**

The Governing Body's responsibilities to students with SEND include:

- Ensuring that the admissions criteria will not discriminate against students with SEND
- Ensuring that provision of a high standard is made for students with SEND
- Ensuring that students with SEND have the opportunity to be involved in school activities
- Having regard for the 2014 Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents/carers on the school's SEND policy including the allocation of resources from the school delegated/devolved budget via letters and meetings

### **SEND Policy Review**

Goffs School considers the SEND policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice biannually. This will be reflected in the School Development Plan.

### **Arrangements for Complaints**

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher/learning manager in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO.

For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint, parents should follow the procedure in the school's complaints policy which can be found on the website.

### **Storing and managing Information**

Documents may be stored as electronic images or paper documents. Paper documents are kept in secure, lockable, fireproof cabinets. Access to electronically stored information is restricted to those members of staff who require access via the software security system.

General documents and records are retained until the young person reaches the age of 25 (as recommended by Information and Records Management Society document, "Records Management Toolkit for Schools" May 2012) At the end of the retention period, documents are securely disposed of via a specialist contractor. Some records may be passed on to another educational establishments at key transition points or if a student relocates to another school.

## APPENDIX 1

### Example of a Year 7 Passport to Success.

The Passport to Success is written in student friendly language, in consultation with students, parent/carer and SENCO.

**I would like you to know that I find reading and spelling difficult. I sometimes get distracted by others in the class.**

**This means that:**

*I find long words difficult to spell.  
I'm not very confident if I'm asked to read out loud in class.  
I don't understand some homework tasks.  
I feel nervous and unsure at times.*

**What I find difficult:**

*I find it a struggle to read out loud in class  
I don't always understand the task that has been set.  
I need instructions broken down into small chunks.  
I do not always ask for help if I am stuck.*

**What you can do to help me:**

*Please check that I've understood the task correctly, I may need it explained again.  
Please do not ask me to read out loud in class unless I volunteer.  
If I am off task please remind me to concentrate.*

**What I intend to do to help myself:**

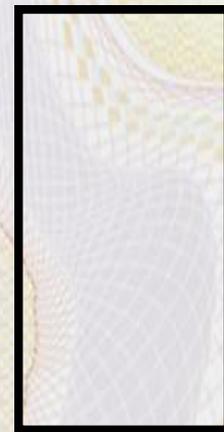
*I will ask for help if I don't understand anything.  
I will read at home to my mum at least 3 times a week.  
I will try to attend school every day.*

**Yr 7**



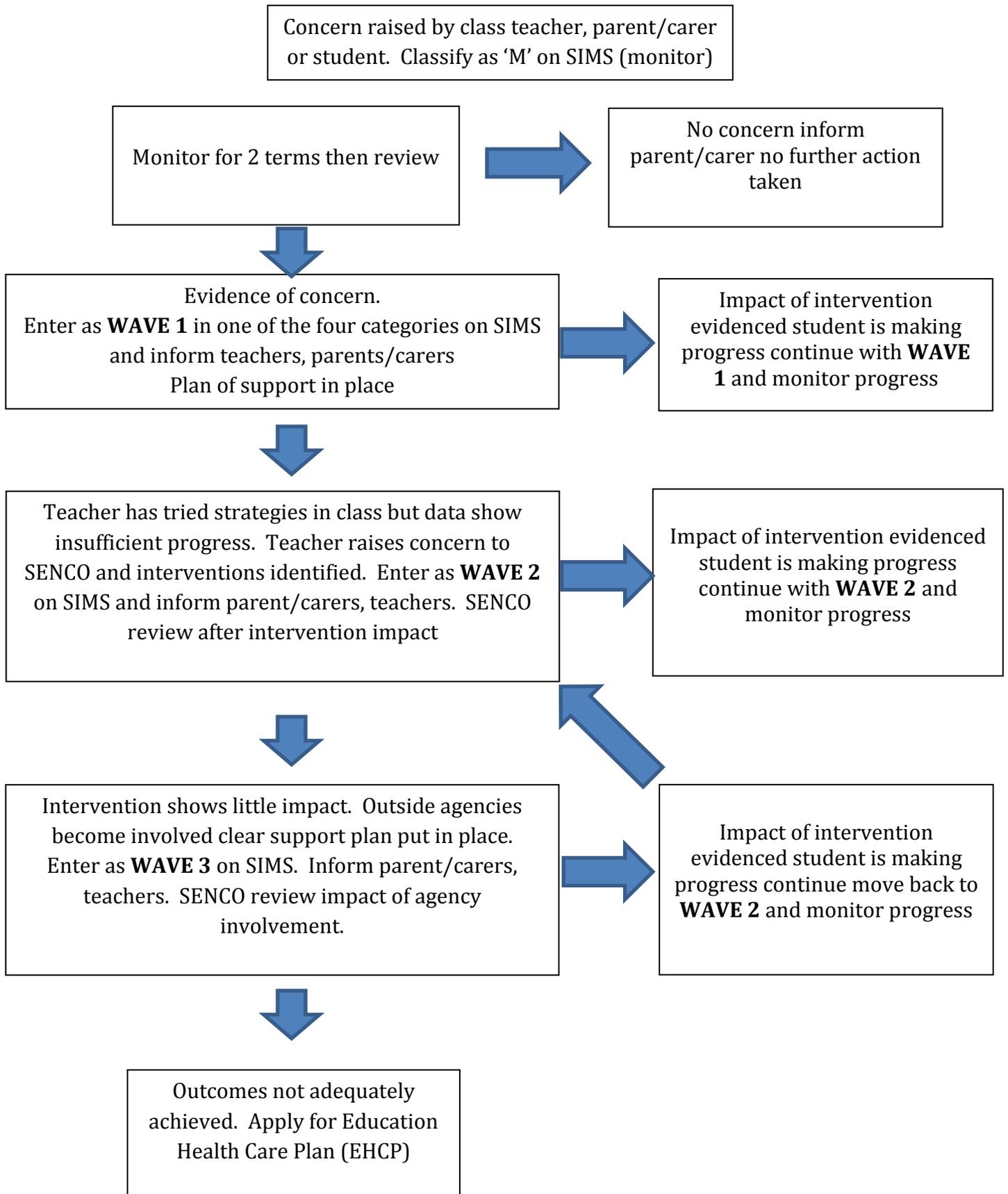
**Goffs**

# Passport to Success



*My name is .....  
I love drama, singing and acting. My favourite subject is Drama. I have a dog called Max.*

**APPENDIX 2**  
**Goffs SEND Pathways of Support**



### **Appendix 3**

#### **Goffs School Local Offer/Information Report**

#### ***How does the school know if my child needs extra help?***

At Goffs we have a comprehensive SEND policy on our graduated response to the identification and assessments of students.

Goffs School regularly assess student's needs via:

- Regular assessment of student's data
- Transition information from primary schools
- Teacher observations of students throughout the year
- Parental Input

#### ***What should I do if I think my child may have SEN?***

You should contact your child's Director of Learning or Goffs School's Special Educational Needs Co-ordinator to discuss any concerns.

#### ***How will staff support my child?***

- The Learning Manager will work with your child on a daily basis to address all pastoral needs
- Director of Learning has the overview of all students and pastoral team by assessing and reviewing students' progress
- Subject teachers will ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- Subject teachers will ensure that robust procedures are in place to monitor, review and evaluate learning outcomes
- Teaching Assistants observe students and provide regular feedback to the SENCO communicating the needs of the students
- Intervention support work is put in place where appropriate during morning ATM sessions to support students with their English and Maths
- Teaching staff effectively differentiate, deliver high quality teaching and have high aspirations for all students
- The quality of SEND provision is regularly monitored by the SENCO

#### ***How will I know how my child is doing?***

- Regular tracking and reporting data which can be accessed 24 hours a day via the Student Learning Gateway (SLG)
- Parents' meetings and consultations at least one per term with the SENCO
- Contact with SENCO and class teachers – all staff emails can be found on the website
- Annual Review for students with a Statement for Special Educational Needs/Education Health Care Plan
- SENCO will meet with parents three times a year to discuss progress/support in place *which will include* monitoring of Passports to Success 3 times a year

### ***How will the learning and development provision be matched to my child's needs?***

- Careful planning by subject teachers and leaders to ensure appropriate access and achievement for all students
- Teachers must adapt their teaching to respond to the needs of all students
- Goffs will follow the 'Access, Plan, Do & Review process to ensure your child is making progress
- The SENCO will monitor and evaluate the progress of students with SEND through the use of school assessment information, e.g. class based assessments/records and the school's assessment data
- Subject teachers recognise that no one learner is like another and differentiate to provide learning opportunities for all learners
- Learning Manager mentoring
- Examination Access Arrangements assessments
- Literacy Support which is delivered in small groups
- Reviews of progress 5 times a year to identify, assess and students' progress and needs
- Teaching Assistants support the class or subject teacher to meet the needs of individuals or groups of students with special needs

### ***What support will there be to reduce anxiety/ promote emotional wellbeing?***

- At Goffs we always provide variety of opportunities to listen to the student's views including; 1:1 meetings, Student Conferences, Leadership Academy and Student Parliament
- Learning Manager, Director of Learning and pastoral team support students with self-esteem, anxiety and social skills
- Personal, Social and Health Educational (PSHE) Programmes delivered during ATM sessions focussing on anti-bullying /friendships etc
- Positive relationships with parents, school and student
- Mentoring by Youth Workers
- Wider outcomes including extracurricular activities
- Medical Cards and First Aid support
- Referral to more specialised support- Rivers Outreach, Child and Mental Health Service (CAMHS, Education Psychology Service, Young Carers, Education Support Team for medical Absence (ESTMA)

### ***What training have the staff supporting children with SEND had or are having?***

- As all teachers are teachers of Special Educational Needs, they will have had appropriate and regular training on Key topics and individual needs to ensure that every student's needs are met.
- Teaching Assistants have had appropriate personalised training to support individual students
- The SENCO will help staff to identify students with SEND
- Teaching Assistants are fully aware of the procedures for identifying, assessing and making provision for students with SEND
- A robust programme of professional development is designed and maintained for both teaching and support staff.

### ***What Specialist Services and expertise are available at or accessed by the school?***

If the teacher has tried strategies in class but data shows insufficient progress. The SENCO will identify possible interventions to be put in place. If interventions show little impact, additional support/advice from outside agencies can be set up. These could include:

- Educational Psychologist
- Specialist Advisory teachers-Hearing Impaired/Visually Impaired/Autism
- CHEXS Cheshunt Extended Services- provide services for young people and their families
- Rivers Educational Support Centre-provide 1:1 mentoring

In addition we have a school counsellor on site every Monday and Wednesday.

***How will you help me to support my child in their learning? How will I be involved in the discussion?***

- Parent Evenings, take place every year and give you the opportunity to discuss your child's progress with their class teacher
- Parents will be notified if the school decides to make special education provision for their child
- Parents have the opportunity to join our Parents Group which meets termly to give the views and discuss whole group developments
- We provide regular reports on students' progress five times per year which can be accessed via the SLG
- Regular contact with Learning Manager, Director of Learning and pastoral team
- Student Support Booklet disseminated to all staff with strategies to support SEND students
- Regular SEND training for staff
- How to support my child with learning booklet is given to parents at the year group information evening provides individual subject information with tips on how you can support your child
- Regular communication opportunities are available with the SENCO

***How will my child be included in activities outside the classroom, including school trips?***

- Students with SEND join in school activities alongside other students, as far as is reasonable practical and compatible with their needs
- Appropriate provision and reasonable adjustments will be made where necessary
- Parents of SEND will be involved in the planning of school trips for their child.
- Medical support in place where necessary

***How accessible is the school environment?***

- Goffs School comply with Equality Act 2010- Policy available online
- At Goffs we have a good level of access and equipment for the students to use (Accessibility Plan available online)

***Who can I contact for further information?***

Our SENCO is an expert in SEND and is fully trained and the SEND policy is available online

Suzanne Pressney (SENCO) [spr@goffs.herts.sch.uk](mailto:spr@goffs.herts.sch.uk)

***How will the school prepare and support my child in transfer***

- Careful liaison with their previous school to ensure that the transition process is effective and the individual's needs are met when they enter Goffs School. This includes attending statement/EHC review meetings where relevant
- Parent/carers of SEND students are invited in to school for a 1:1 meeting to discuss any concerns about their child.
- New Year 7 Induction day to integrate students into the school and meet relevant staff.
- The SENCO, along with Director of Learning for Yr7 visit our feeder Primary Schools to discuss any concerns with the class teacher and SENCO

***How will the school's resources be allocated and matched to childrens' special educational needs?***

- SEND funding distributed where appropriate
- Exceptional Needs Funding provided via an application made by Goffs School to County in exceptional circumstances

***How is the decision made about how much support my child will receive?***

- The decision is made about your child's support is made by gathering data and information from the SENCO, class teachers, teaching assistants, you the parent/carer, the student and any external agencies that are working with the student and using it to put appropriate interventions in place that ensure your child makes progress

Parental communication and consultation at every stage of this process is vital.

**Where can I find out about the Hertfordshire's offer of services and provision for children and young people with SEN**

As part of the reforms, Hertfordshire has developed a 'local offer' for young people and families of children with SEND.

Information can be found at [www.herts.direct.org/localoffer](http://www.herts.direct.org/localoffer)

Appendix 4:  
Support Available for Students at Goffs School: Provision Map

Area of needs	Whole school ethos and Practice	Possible focussed support for some children's additional needs	Possible support and intervention for a small number of children who may or may not have EHC plans
Emotional, social and mental health needs- including ADHD	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Provision Planning</li> <li>• Consistent application of the school's behaviour policy</li> <li>• A positive supportive and nurturing environment</li> <li>• PSHE curriculum during ATM</li> <li>• Lunchtime and after school club to support with homework</li> <li>• Curriculum Enrichment Days</li> <li>• Student Support Centre</li> <li>• Vulnerable Group meeting to review students that need targeted support e.g attendance/home issues</li> <li>• Monitoring and support in unstructured time e.g break/lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Identification and assessment in school</li> <li>• Additional advice and support from outside agencies</li> <li>• Adaptations to the curriculum to secure engagement /modified timetables</li> <li>• Support to build relationships and engage</li> <li>• Trained Youth Workers to overcome barriers to social inclusion</li> <li>• Trained Counsellors to overcome barriers</li> <li>• Social Skills programmes</li> <li>• Rivers Outreach-1:1 support for students who have been considered hard to place or need help when transitioning to our school</li> <li>• Study Skills programmes</li> <li>• Use of reports (daily and weekly)</li> <li>• Time out cards</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions are implemented, reviewed and revised</li> <li>• Targeted intervention to promote social skills and emotional resilience</li> <li>• Adaptations to physical environment eg time out</li> <li>• Behaviour Management where appropriate</li> <li>• Passport to Success</li> <li>• Assessing and arranging suitable examination access arrangements</li> <li>• Statement of Educational Needs</li> <li>• Education and Health Care plan</li> <li>• Rivers ESC-is short or long term ,off site provision for situations when the can no longer provide appropriate support</li> </ul>
Communication and interaction- including speech and language	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Provision Planning</li> <li>• Training for staff to meet the diversity of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Small group literacy intervention</li> <li>• Personalised support within the class</li> <li>• SALT interventions delivered by</li> </ul>	<ul style="list-style-type: none"> <li>• Access to small teaching and learning groups</li> <li>• Additional in class TA support</li> <li>• Speech &amp; Language Therapy</li> </ul>

<p>difficulties and autistic spectrum disorders</p>	<p>language skills</p> <ul style="list-style-type: none"> <li>• Communication friendly learning environment</li> <li>• Lunchtime and after school club to support with homework</li> <li>• Structured day</li> <li>• Positive behaviour management</li> <li>• Differentiation within lessons</li> </ul>	<p>the school SEN team</p> <ul style="list-style-type: none"> <li>• Use of appropriate resources e.g. visual timetables, social stories.</li> </ul>	<p>planned and delivered by a qualified therapist or therapy assistant</p> <ul style="list-style-type: none"> <li>• Advice and support via Autism outreach team</li> <li>• Passport to Success</li> <li>• Assessing and arranging suitable examination access arrangements</li> <li>• ICT used to reduce barriers</li> <li>• Passport to Success</li> <li>• Assessing and arranging suitable examination access arrangements</li> <li>• Statement of Educational Needs</li> <li>• Education and Health Care plan</li> </ul>
<p>Cognitive and Learning- including specific learning difficulties</p>	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Provision Planning</li> <li>• Training for staff re SpLD</li> <li>• Lunchtime and after school club to support with homework</li> <li>• Positive behaviour management</li> <li>• Differentiation within lessons</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Reading recovery</u> -6<sup>th</sup>form reading buddies– Is for students who have a very low reading age compared to the chronological age</li> <li>• <u>Additional Literacy boosters during ATM</u> – Is for students who need support with writing, spelling and basic literacy</li> <li>• <u>Literacy Development group</u> – students are withdrawn from languages</li> <li>• <u>Handwriting group</u> – Is for any student who is identified as having poor / unrecognisable handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• Additional modifications to the school environment</li> <li>• Additional resources to reduce individual barriers to learning</li> <li>• Access to external advice and assessment.</li> <li>• Advice and outreach from Sensory Team</li> <li>• Assessing and arranging suitable examination access arrangements</li> <li>• Statement of Educational Needs</li> <li>• Education and Health Care plans</li> </ul>

		<ul style="list-style-type: none"> <li>• <u>English as an Additional Language (EAL) group</u> –</li> <li>• Is for students where English is not their first language</li> <li>• <u>Speech and Language group</u> – Is for students who have difficulty with oral communication</li> </ul>	
Sensory, medical and physical needs (e.g. hearing, visual, physical and medical needs)	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Provision Planning</li> <li>• Lunchtime and after school club to support with homework</li> <li>• Access to medical room and disabled WC</li> <li>• Close liaison with parents/carers and relevant external professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Modified learning environment.</li> <li>• Liaison with a range of medical professionals as needed</li> <li>• Seating position within class prioritised.</li> <li>• Photocopying onto coloured paper</li> <li>• Liaison with external professionals</li> <li>• Use of alpha smarts, laptops and computers</li> <li>• Enlargement of text</li> <li>• Referrals to Hearing Impaired Service or Visual Impaired Services</li> <li>• Support from school counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• Individual plans for children with significant physical and or medical needs.</li> <li>• Passport to Success</li> <li>• Additional modifications to the school environment</li> <li>• Access to personal ICT/ adapted ICT equipment</li> <li>• Additional resources to reduce individual barriers to learning</li> <li>• Access to external advice and assessment.</li> <li>• Advice and outreach from Sensory Team</li> <li>• Assessing and arranging suitable examination access arrangements</li> </ul>

