



MEADOW PARK SCHOOL

SEND Policy

Approved by:

LGB

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Foreword:

This policy was formally adopted by the Local Governing Body at Meadow Park School after due consultation with the SEND or Leadership Team and members of the SEND Department. It is the intention of the Local Governing Board that it be reviewed annually. It is a statutory policy.

This policy should be read in conjunction with Meadow Park School's SEND Information Report. This is available to parents/carers on the school website and it forms a contributory part of Coventry's Local Offer. The 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 Coventry who 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.

More information about the Local Offer can be found at:

<https://www.coventry.gov.uk/Sendlocaloffer>

This policy should also be read in conjunction with other policies that can be found on the Meadow Park School website (e.g. SEND Information Report; Accessibility Action Plan; Behaviour policy).

Legislation and Guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

➤ The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy links to the following documents as found on our website;

- SEND Information Report
- The Local Offer
- Accessibility Plan
- Behaviour Policy
- Equality Information
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding/child protection policy
- Complaints policy

SEND Definition:

Meadow Park School is a mainstream Secondary School which caters for students between 11 and 18 years of age. At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. At Meadow Park School we consider any student to have SEND where he or she falls within the description below:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a **learning difficulty** or **disability** if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others by the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision means educational provision that is additional to and/or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Specialist teachers (Complex Communication Team)
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

Aims and Objectives- "Every Teacher is a Teacher of SEND":

Aims

"As a Comprehensive School, we value all members of our community as individual people with differing needs and abilities. We aim to provide a stimulating and caring environment, in which everybody can thrive. Every teacher is responsible for supporting students with SEND."

- At our school we will provide all pupils with access to a broad and balanced curriculum.
- We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.
- We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Objectives:

- **Staff members seek to identify the needs of students with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health, care services and previous schools prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENDCo.
- **Monitor the progress of all students in order to aid the identification of students with SEND.** Continuous monitoring of those students 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 students with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- **Help pupils with SEND fulfil their aspirations and achieve their best.** By providing a challenging yet accessible curriculum. Supported by student profiles to allow class teachers to adopt strategies to support individual learning needs.
- **Help pupils with SEND become confident individuals living fulfilling lives.** By supplementing our core values and House system with support from the SEND team and staff from Meadow

House.

- **Help pupils with SEND make a successful transition into adulthood.** By supplementing the CIAEG provision in school and access to a Careers Advisor with additional conversations by those working closely with the student and their families.
- **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 and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies when the students' needs cannot be met by the school alone.** Meadow Park receives further support from Education Psychology Service, Child and Adolescent Mental Health Services (CAMHS), MASH, Coventry Complex communication team (Autism Support Service) (CCT)
- **Create a school environment where students can contribute to their own learning by offering all students the opportunity to voice their own opinions.** This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals. Student participation is promoted across the school within the security of each vertical mentor group. The college community helps to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g. School council and Out of Hours Schools Learning Opportunities).

Roles & Responsibilities:

At Meadow Park School, provision for students with SEND in the classroom and when students are removed for additional intervention is the responsibility of classroom teachers. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. All staff are responsible for following the school's procedures for identifying, assessing and making provision to meet those needs.

The person responsible for overseeing the day-to-day provision of education for students with SEND is **Mrs L Towle** (SENDSCO) supported and overseen by **Dr J Brown** (Assistant Headteacher). However the ultimate responsible lies with **Mrs B Pettman** (Headteacher)

The **Local Governing Board** will ensure that:

- SEND provision is an integral part of the school development plan
- They work with the Headteacher, SEND SLT link and the SENDSCO to determine the strategic development of the SEND policy and provision in the school
- Staff are aware of the need to identify and provide for students with SEND
- They have regard to the requirements of the SEND Code of Practice 2015
- They are fully informed about SEND issues, so that they can play a part in the school's self-evaluation process
- They set up appropriate staffing and funding arrangements and oversee the school's work for students with SEND
- They understand how the school is using its resources to support students with SEND
- They monitor the quality and effectiveness of SEND and disability provision within the

school and update the governing board on this.

- There is an identified SEND governor responsible to be the key link for communicating with colleagues. This SEND governor will help to raise awareness of any possible SEND issues at Local Governing Board meetings.

The **SEND governor** will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEND
- Overseeing the update of SEND information given to LGB.
- Working closely with the SEND SLT link/ SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Ensuring that the implementation of this policy and the impact on the school is reported to governors
- Has overall responsibility for the provision and progress of learners with SEND and/or a disability

The **Special Educational Needs Co-ordinator** is responsible for:

- Having day to day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Organising and managing the work of the support staff focusing on SEND.
- Provide professional guidance to colleagues and work staff, parents and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Helping staff to identify students with SEND (please see below) and advise on the graduated approach to providing SEND support
- Carrying out detailed assessments and observations of students with SEND and staff supporting those students
- Supporting subject teachers in devising strategies, drawing up Student Profiles, setting targets appropriate to the needs of the students, advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and additional adults in the classroom
- Liaising closely with parents/carers of students with SEND so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these

- agencies, class teachers and parents
- Maintaining the school's SEND register and records ensuring that records are kept up to date Assisting in the monitoring and evaluation process of students with SEND through the use of school assessment information and quality assurance procedures
- Work with the Headteacher and LGB to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaising with SENDCOs in other schools to help provide a smooth transition from one school to another
- Being the point of contact for external agencies, especially the local authority and its support services
- Producing reports and updates to LGB members and ensuring that Meadow Park School's Information report is maintained and up-to-date
- Work with the Headteacher, SEND SLT link and the SEND governor to determine the strategic development of the SEND Policy and provision in the school

Class teachers are responsible for:

- Teaching students with SEND in the classroom and for providing an appropriately differentiated curriculum. Teachers are responsible for the progress and development of every student in their class
- Developing their practice in line with the policy and procedures for identification, monitoring and supporting students with SEND
- Maintaining contact with parents/carers of students with SEND to inform them of their progress
- Supporting the SEND Department with information and advice relating to SEND students and their learning and progress
- Communicating with the support staff that support their class and students by reviewing the 3-step plan and evaluating the impact that the support is having on the progress of the students. This communication should form the basis of planning and assessing the impact of support and interventions and how they can be linked to classroom teaching.
- Taking responsibility for implementing SEND targets on student profiles into the classroom.
- When required, fully comply with requests for information for the completion of annual reviews assessments, CAMHS assessments etc.
- Be familiar with the SEND code of practice to ensure full understanding of SEND protocols and how they will impact on classroom practice.
- Collaborate with external agencies that may need to see students when required.
- Work alongside the SENDCO to review each students' progress and development
- Ensure that they follow this SEND policy

Support staff should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
- Assist in making provision for the individual needs of students identified as having SEND,

whether in class, or small group intervention

- Use the school's procedures of maximizing the effectiveness of their support in the classroom by completing 3-step plans in collaboration with the classroom teacher.
- Regularly review the progress of their key students by completing student profiles with students and providing targets that are SMART and reviewed three times a year.

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will consider the views of the parent or carer in any decisions made about the pupil.

The pupil will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

Admissions & Special Educational Needs & Disabilities:

The admissions' policy for Meadow Park School is that of the Local Authority (LA). Allocation of places to the school is administered by the LA in Year 7. Neither a student's abilities nor his/her learning difficulties feature in the admission of a student, unless he/she has an Education, Health and Care Plan (EHCP) which names this school as one he/she should attend.

Our approach to SEND Support

Meadow Park School has adopted a graduated approach to supporting SEND students by following the 'Assess, Plan, Do, Review' cycle to monitor student's development. Further details of this can be found in the SEND Code of Practice.

School-based SEN provision- Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan -Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

Early Identification of a SEND need allows a seamless transition into the setting and/or the best possible opportunity for a student to fulfil their potential.

The individual responsible for primary transition will make sure that information relating to the special needs of students from feeder primary schools at admission is collated. During visits to feeder primary schools, information collected will be provided to the SENDCO on students who have already been identified as having special educational needs and will collect information on all these students before transfer. The SENDCO will further liaise with the primary schools and visit if necessary.

The SENDCO will:

- Review existing Individual Education Plans/Student profiles provided by primary schools. Information will be collected and Student Profiles will be created for students with their allocated keyworker. Profiles will hold strategies for colleagues and will contain SMART targets for students to work towards.
- Inform parents/carers in writing of their child's placement or removal on the school's SEND Directory/Register. We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. (Refer to communication with parents and carers)

If a student transfers in-year it is expected that the SENDCO will contact the previous

school, and/or external agencies to collect information and files to create a student profile to share with staff. This will become a working document and should be reviewed regularly during the transition period.

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. The areas of need with SEND are grouped into four broad areas (shown in Appendix iii)

Subject Leaders/Teaching staff:

When identifying a student who may have SEND needs, staff are required to:

- Follow the guidance outlined in the SEND procedures document (see appendix i) when they are concerned about a student who has not previously been identified as having SEND. They will share their concerns with the SENDCO and gather evidence to complete SEND referral document (see appendix ii). The first response is high quality and differentiated teaching. **Students are only identified as having SEND if they do not make adequate progress once they have had all of the interventions/adjustments and good quality personalised teaching.**
- The teacher and the SENDCO will consider all of the information gathered from within the school about the students' progress, alongside national data and expectations of progress. To decide on whether a student is placed on the SEND register, the school will then use the following approach 'Assess, Plan, Do, Review'. This is known as the **graduated approach**. Please see cycle below. Parents/carers will be informed of any changes to a student's provision.

Communication with parents and carers

We will have early discussions with students and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength

and difficulty

- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these discussions will be added to the student's records and/or SEND file. We will formally notify parents/carers when it is decided that a student will receive SEND support.

Parents/carers are able to meet with SEND colleagues during parent's evenings and the SEND department also holds three parent/carer drop-in sessions across the year. The SEND department also communicate through telephone calls and emails.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND.

High quality teaching improves outcomes for pupils with SEND. Five specific approaches are particularly well evidenced as having a positive impact. Teachers of students at Meadow Park should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all students, including those with SEND as supported by the SENDCO, if appropriate.

1	Explicit instruction	<i>Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.</i>	
2	Cognitive and metacognitive strategies	<i>Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.</i>	
3	Scaffolding	<i>When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.</i>	
4	Flexible grouping	<i>Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.</i>	
5	Using technology	<i>Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.</i>	

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will act to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess-The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan-In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, [name of MIS], and will be made accessible to staff in a [pupil passport / individual education plan / school-based support plan].

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do -The pupil's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review-The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Student Voice

The SENDCO/support staff will seek the student's perception of their strengths and difficulties regarding their progress prior to review meetings. Students will be given opportunities to reflect upon their progress with their keyworker and their student profiles will be updated. Students with an EHCP will also provide their views by completing an 'All About Me' form which is shared during Annual Review meetings.

Supporting students with Medical Conditions

Meadow Park School recognises that students with medical conditions should be supported so that they have full access to education, including school trips and physical education. Arrangements that are in place to support students with medical conditions can be found by accessing the school's Medical Policy.

Accessibility

The DDA as amended by the SEND and Disability Act 2001 placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled students. For further information on the school's current Accessibility Plan please visit the school website.

We make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing as and where possible
- Using recommended aids, such as Alpha smarts, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We also aim to ensure that there are no barriers to students with SEND enjoying the same activities as other students in our school. For instance:

- All our extra-curricular activities and school's visits are available to all our students, including our before and after school clubs
- All students are encouraged to go on any planned residential trips
- All students are encouraged to take part in sports day/school plays/special workshops etc.
- No student is ever excluded from taking part in these activities because of their SEND or disability

CPD and Resources

Students with SEND are supported through the school's notional SEND budget.

Training needs of colleagues are identified through staff questionnaires, feedback from staff training and from discussions during department meetings. SEND training is embedded within the whole school CPD programme. Resources and time are allocated towards colleagues to ensure they are up to date with SEND procedures, strategies and knowledge. The SENDCO works alongside the SEND or Leadership Team to ensure that training opportunities are matched to school development priorities and those identified within the use of provision management.

The SENDCO regularly attends Local Authority SENDCO network meetings in order to keep up to date with local and national updates in SEND and key information is circulated to all staff as appropriate. The SENDCO facilitates/signposts relevant SEND focused external training opportunities for all staff. All members of the SEND department are also offered training opportunities.

Dealing with complaints

If a parent/carer does not feel an issue has been resolved effectively prior to them communicating with their child's subject teacher and/or tutor, SENDCO or a senior leader, they will be able to refer to the school's complaints procedure. We would encourage parents and carers to communicate with key staff in the first instance.

Evaluating the effectiveness of the policy

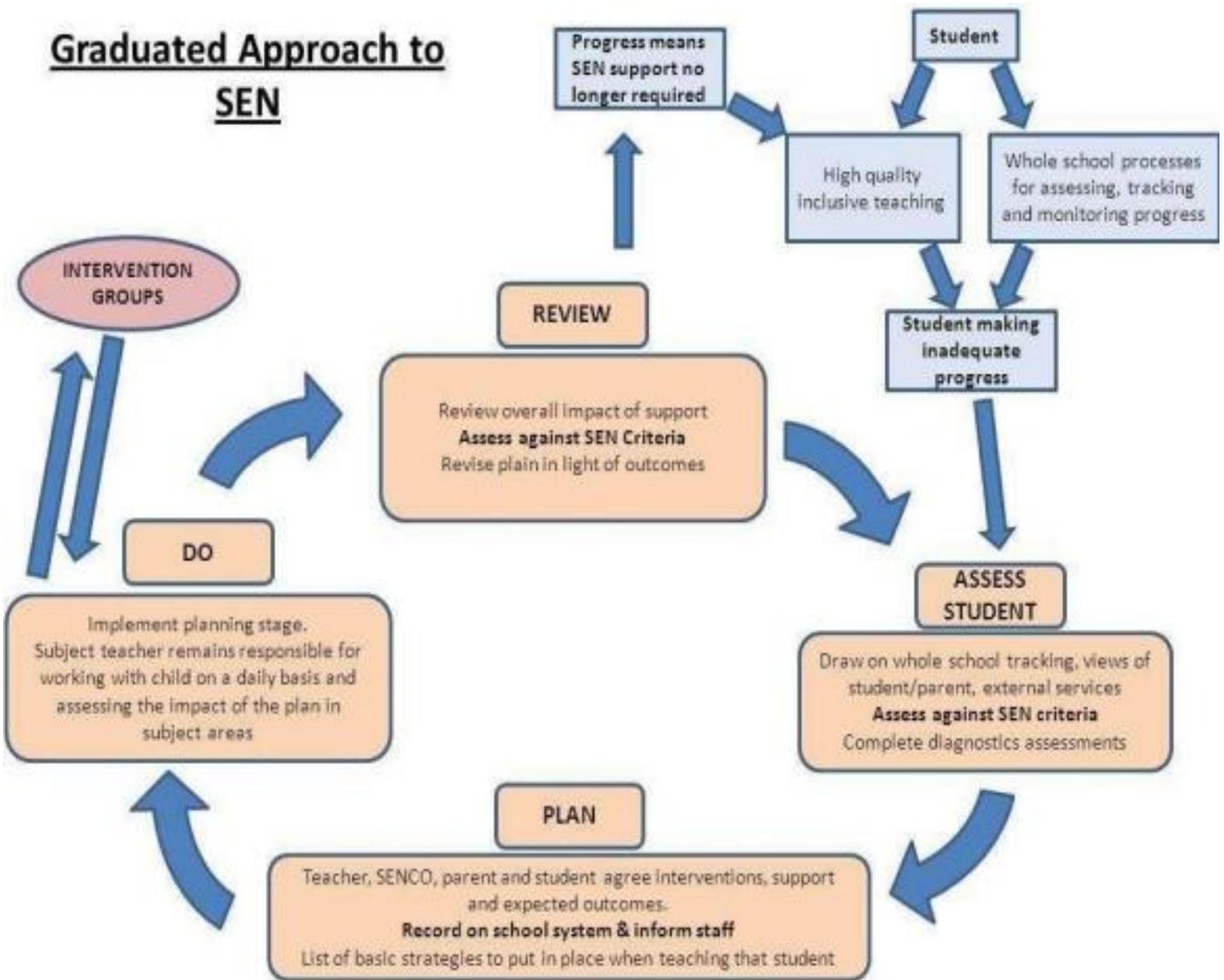
We are constantly looking for ways to improve our SEND provision. We will do this by evaluating whether or not we are meeting our objectives set at the start of this policy, in particular evaluating in regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents
- Student voice
- Annual reviews for pupils with EHC plan
- Tracking pupils' progress, including the use of provision maps.

Reviewing the policy

This policy will be reviewed by the SENDCO (Mrs L Towle) every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

Graduated Approach to SEN



Initial Screening Sheet

Use this sheet to identify the particular areas in which the child/young person has support needs, then complete the details description for those areas.

To help please in answering these questions, please refer to the Categories Explained document.

What are your concerns for this student under the four broad areas of need?

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical difficulties

Attainment

Current Grade	Target	ATL

What Quality First Teaching strategies and adaptations have you used to address the concerns you have and what were the outcomes?

Nature of Difficulty	Strategy Used	From....To...(dates)	Outcomes

Date discussed with Head of Department:

If appropriate, date discussed with Head of House:

Additional strategies and adaptations put in place and outcomes:

Nature of Difficulty	Strategy Used	From....To...(dates)	Outcomes

Are there any other factors you are aware of that maybe affecting the student or information relevant to the referral?

Have your concerns been shared with other school staff and/or parents? If so, what are their views?

Date sent:

Thank you for your referral
SEN Team

.....
Suggested actions:

Pupil observation in lessons		WRIT	
HTLA 'check in with pupil' before lessons eg 5 mins and settling		WRAT	
HTLA support in class		YARC	
SEN dimensions testing (general test)		EXACT	
Other:		Lucid Recall (working memory)	
CCT (complex communications team)		Educational Psychologist	

Further information:

Date of actions completed:

Next steps;

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication & interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

