



HEATON MANOR SCHOOL

SEN AND DISABILITY POLICY

This policy is reviewed annually. Those involved with the review are:

Teachers – through the action group, questionnaire and Tutors.

Parents – through the parental SEND meetings and questionnaires

Governors

Policy Updated: September 2018

Annual Review: September 2019

Governor Approval: 10.9.18

The SEN and Disability policy should be read in consultation with the Accessibility Plan and the Parents/Carers' SEN Information Guide – please see hyperlinks underlined below for full information.

Together, they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
 - The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
 - The facilities provided to assist access to the school by pupils with SEN and disabilities.
- (Children and Families Act 2014, Part 3)

Please also see these documents on the schools website:

[Accessibility Plan](#)

[SEN Information Report](#)

For help and advice, please visit Newcastle's SEND Local Offer:



<https://www.newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>

Newcastle's Local Offer is all of the information, advice and support that children and young people with Special Educational Needs or Disabilities (SEND) and their families might need to use.

Director of Student Support

Chris Aitken BSc (HONS), PGCE, MAEd, National Award in SEN

Director of Student Support, Safeguarding, Inclusion and SEND

SEN Co-ordinator (SENCO)

Claire Munro, BA (HONS) with QTS

Learning Manager

PART 1: Introduction

1.1 Philosophy:

At Heaton Manor School every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We believe that every student should have the very best possible opportunity to achieve success. We are committed to raising students' academic achievement. Our aim is to enable students to value, enjoy and be excited by learning.

All students are individuals with differing needs and thus require a personalised and differentiated approach to teaching and learning. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We have clear expectations that teachers plan for high-quality teaching and assessment, enabling all students to be inspired by and be actively engaged in high quality learning.

We also understand that in order for students to achieve their full potential they also need to be emotionally well and prepared for learning; as such students will need access to differentiated levels of pastoral support, career guidance and well-being care throughout their school career.

At Heaton Manor School we believe that learners can be empowered to achieve their potential through a broad, balanced, personalised curriculum which will equip students with the skills to progress through and beyond school, becoming well prepared; well qualified; active citizens; who make a positive contribution to 21st Century Society.

1.2 Definition of Special Educational Needs and Disability (SEN/D)

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has 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 of the same age in mainstream schools.

A Disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Special Educational Provision may be triggered when students make limited progress despite having had Quality First Teaching with differentiated approaches. Parents / carers and staff will be informed that the student has Special Educational Needs and appropriate provision to meet the student's individual need(s) will be made.

Additional Intervention will be triggered when:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional difficulties; which have not been managed by appropriate teaching strategies usually employed (Persistent emotional difficulties are defined as SEND when lasting for 6 months or more)
- Sensory or physical impairments which result in little progress despite the provision and use of appropriate aids and equipment.



- Poor communication or interaction, requiring specific interventions / interactions and adaptations to access learning,

The following are **not SEN/D** but may also impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a 'Looked After Child'
- Being a child of service personnel
- Inappropriate, or unacceptable behaviour

1.3 Aims of the SEN/D Policy:

- To enable pupils with SEN/D to achieve their potential
- To ensure equality of provision for pupils with Special Educational Needs and Disability (SEN/D)
- To provide appropriate access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEN/D are identified, assessed, planned for and regularly reviewed to improve outcomes
- To provide advice and support for all staff working with pupils with SEN/D
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To take into account legislation related to SEN and Disabilities;

1.4 Quality First Teaching

The effective inclusion of all pupils, including those with SEN/D, should be achieved through high-quality everyday personalised teaching which is based on the 2010 Teaching Standards:

- The setting of high expectations which inspire, motivate and challenge pupils
- The planning and teaching of well-structured lessons, where clear objectives are shared with the children and which are returned to at the end of the lesson which leads to the promotion of good progress and outcomes by pupils
- The adaptation of teaching in lessons and curriculum planning to respond to the strengths and needs of all pupils
- The accurate and productive use of assessment which is differentiated to capture all student's learning and is used to inform targets and future planning
- The effective management of behaviour to ensure a good and safe learning environment

Curriculum/Teaching Support (Provision) for SEN/D students is achieved by:

1. Identifying, assessing, planning and reviewing all students' needs as part of the Quality First teaching process.
2. To provide advice and support for all staff working with pupils with SEN/D
3. Providing appropriate curriculum/teaching, taking into account:
 - National curriculum and examination syllabuses
 - Continuity and progression
 - Departmental development plans.

4. Delivering appropriate curriculum/teaching taking into account:
 - Suitable teaching materials
 - Effective differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image
5. Providing learning support through:
 - Curriculum/teaching development
 - Support teaching
 - Continued Professional Development (CPD)
6. Using outside agencies where necessary and appropriate to support learning
7. Ensuring student's progress is monitored appropriately and communication between teachers and SEND staff allows timely and appropriate adjustments to be made to support learning.
8. Ensuring parents / carers understand the process and involving them in the support of their child's learning
9. Encouraging students with SEN/D to actively participate in all decision making processes and contributing to the assessments of their needs, meetings and transition process.
10. Making regular reports to governors and other stake holders regarding SEN/D issues to raise awareness and to aid implementation of processes and procedures and monitor impact of resource provision.
11. Teachers and support staff collaborating effectively.

PART 2: Structural Arrangements

2.1 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with the SEN/D Code of practice 2015 and school job descriptions.

Governing Body:

- In partnership with the Head teacher, the governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEN/D.
- Ensuring through the appraisal process, that the Head teacher sets objectives and priorities within the school development plan, which includes the provision for SEN/D.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the School Website and SEN information report which outlines the school's provision for students with SEN.

Director of Student Support:

Chris Aitken

- Setting objectives and priorities in the school development plan, which includes SEN/D.

- The Head Teacher and SENCO are responsible for the operational management of the budget for SEN/D provision. The school will use a range of additional funding including the notional SEN budget
- Informing the Governing Body.

SEN Coordinator (SENCO):

Claire Munro

- Monitoring the quality and effectiveness of teaching and learning of SEN/D students and ensuring that all staff meet their responsibilities under the SEN Code of Practice 2015 and with regard to students who have SEND the Teacher Standards 2010
- overseeing the day-to-day operation of the SEN/D policy
- coordinating provision for pupils with SEN/D
- liaising with the Designated Teacher where a Looked After pupil has SEN/D
- advising on the graduated approach to providing SEN/D support
- Line management, deployment and development of the SEN/D team
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN/D
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Ensuring contact with external agencies, especially the local authority and its support services is timely and effective
- Liaising with connexions and potential next providers of education to ensure a student and their parents / carers are informed about options and a smooth transition is planned
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN/D up to date
- Contributing to school staff CPD and external training as appropriate.
- Preparing and updating the SEN/D information report on the school website and other SEN/D reports to governors and other stakeholders as appropriate.

Heads of Faculty and TLR Post Holders: Ensure teaching is supporting progress of children with SEN/D.

- Are responsible for ensuring that their day to day faculty practice meets students with SEN/D needs.
- Ensuring appropriate curriculum provision and differentiated delivery is clearly stated in their schemes of work.
- Ensuring appropriate teaching resources are available for students with SEN/D
- Ensuring the continued progress of students with SEN/D is part of their development planning and monitoring and evaluation schedules.
- Raising awareness within their faculty team regarding SEN/D, seeking timely and appropriate SEN/D CPD opportunities, setting individual appraisal targets (when appropriate) relating to SEN/D.

Other Staff: "All teachers are teachers of special needs"

- 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. Teachers are responsible for the deployment and instruction within their classroom of any support staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN/D.
- The broad and balanced curriculum is differentiated to enable all children to access the learning.

- Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs, aptitudes and interests and remove the barriers to learning.
- Devising strategies, identifying appropriate differentiated methods of access to the curriculum.
- Monitor and review students with SEN/D progress against agreed targets and objectives.
- Be fully aware of the school's procedures for SEN/D.
- Raise any individual concerns in a timely manner with HOF and / or relevant TLR post holders and liaise with the SEN/D team.

SEN/D Team:

- Support students with SEN/D and the wider school population.
- Jointly plan with teachers, where appropriate.
- Plan and deliver individualised programmes when appropriate. Staff who deliver withdrawal interventions are responsible and accountable for student's progress within these provisions.
- Track and review pupil progress against agreed targets and take appropriate and timely action investigating teaching reasons why SEN/D students are not making expected levels of progress.
- Assist in the development of individual plans for students and share information with staff and parents / carers.
- Contribute to the SEN/D and school review processes, either in person, or through written reports.
- Where necessary the SEN/D team will organise additional support to enable students to access clubs and activities and provide support for SEN/D students on educational visits as required.
- Communicate and liaise with parents / carers, early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Raise awareness of SEN/D issues at faculty meetings.
- Keep departmental documentation up to date

2.3 Specialised Provision:

Heaton Manor School also accommodates an Additional Resource Centre for Students with a Hearing Impairment. (HIARC) Allocation of places within this provision, are decided at the Local Authority SEND ARC panel.

The HIARC is staffed by:

Specialist Teachers of the Deaf and a team of HI Specialist Teaching Assistants who are responsible for supporting individuals and groups of pupils at SEN Support, Statement and EHC Plan level of provision, both in class and via targeted withdrawal interventions / specialist programmes of study.

2.4 Inclusion

At Heaton Manor School, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools ethos, organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education and work experience. Students with SEN/D are integrated in and fully included into the life of the school as a whole, including its social and cultural activities. For the majority of the school week the majority of students with SEN/D are taught with their peers in mainstream classes.

In order to maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions which are planned to meet the specific needs of individual students. Pupils with SEN/D are actively encouraged and supported to join in and benefit from additional activities and clubs on offer at school, as well as any wider community activities; where necessary the SEN/D team will organise additional support to enable students to access clubs and activities.

2.5 Admission Arrangements:

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND. Full details can be found on the school's website or by accessing the hyperlink below.

[Admission Policy](#)

PART 3: Identification, Assessment, Planning and Review Arrangements

Heaton Manor School follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

3.1 Identification / Assessment

The identification of SEN/D is built into the overall approach to monitoring the progress and development of all pupils in school. Half Termly pupil progress reports support the early identification of pupils who may have SEN/D. To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEN/D and / or Year Teams.

The class or subject teacher, working with the SEND and Year Team, will carry out a clear analysis of a pupil's needs; this may also include lesson observations by specialist SEN/D staff, Year Learning Coordinator and 'team teaching' sessions. This assessment will be reviewed regularly. Where appropriate, outside professionals will help to inform the assessment. Parents will also be asked to contribute to the assessment.

New intake Students in Year 7

a) Primary Liaison

Ouseburn Learning Trust has termly SENCO network meetings where joint planning and information is shared. All Feeder Primary schools are visited and / or contacted prior to students transfer. Any student identified by their primary school as having SEN/D needs is referred to Heaton Manor's SEN/D team to organise information sharing meetings. This information is then shared with pastoral teams and class teachers to inform Teaching and Learning.

Newcastle Local Education Authority notifies school about students with EHC Plans who are transferring in the spring term of their year 6. Where practical a member of the Heaton Manor SEN/D team attends the student's Annual Review meeting to ensure a smooth transition is made. When appropriate and when notified in advance, Heaton Manor School SEN/D staff will also attend year 5 SEN/D review meetings.

b) Year 7 Initial Screening

- KS2 teacher assessments and test results
- Reading and spelling tests
- Tests undertaken by the SENCO / other professionals

Screening in Other Year Groups

- Half termly assessment, tracking and monitoring through grade card production
- Other whole year group assessments and tests administered as and when appropriate.

- Individual diagnostic assessments are used when required. A battery of assessments are available within school including Wide Range Ability Tests (in reading, reading comprehension, spelling, numeracy) Phonological Ability tests (PhAb), writing speed and legibility tests, processing speed and memory tests. Information on results of these tests is made available to staff via the SEN area.

Staff Observation

- When a member of staff believes that a student may require further support, they will firstly consult with their Faculty TLR or HOF. The Faculty / Year Learning Coordinator must then liaise with an appropriate member of the SEN/D team.
- An initial concerns checklist is completed and discussed with the teacher / parents / carers, Year Team and the SEN/D team.
- The SEN/D team may then ask for additional diagnostic assessments to be undertaken.
- Appropriate and timely action is taken based on all the evidence gathered.

Referrals by Parents / carers

- A student's parent / carer may express a concern regarding their child's progress / needs.
- An initial concerns checklist is completed with the parent / carer; this is then discussed with teachers, Year Team and the SEN/D team.
- The SEN/D team may then ask for additional diagnostic assessments to be undertaken.
- Information gathered is discussed with parents / carers, teachers and Year Team.
- Appropriate and timely action is taken based on all the evidence gathered.
- Parents are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a young person's education.

3.2 Planning / Provision

Teaching students with SEN/D is a whole school response. Central to the work of every teacher is the continuous cycle of planning, teaching, assessing and reviewing that takes into account the wide range of abilities, aptitudes and interests of the students. The majority of students at Heaton Manor School make progress through these planning arrangements.

Teachers are supported in their planning to meet SEN/D student's needs by the SEN/D team. Ensuring that 'all teachers are teachers of SEN/D' (Teachers Standards 2010) is priority within the school development plan and regular training sessions are organised for teachers and support staff to develop their knowledge and teaching skills. The impact of training is closely monitored through staff appraisal. The SEN/D team and outside professionals deliver training sessions, conduct lesson observations and deliver team teaching sessions to facilitate a better understanding of student's needs and appropriate teaching strategies.

School and SEN/D team assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision / intervention map outlines all SEN/D support and is updated each term.

Parents will be formally notified if their child has been identified as having a Special Educational Need. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information system. Reviews for SEN/D Support students will be held termly with SEN/D and Year Team staff.

A Graduated Response is adopted for students identified as having SEN/D. A level and type of support is provided to enable the student to achieve adequate progress whilst still developing independence. Provision is identified and managed by the SENCO, but will be planned and delivered by the teaching and support staff.

See Appendix B Graduated Response

Access to Facilities and Provision:

Please refer to school's accessibility plan which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

There are Disabled Toilet Facilities on each floor of the building and also within the PE facilities. There is a lift in the main school building and also a lift next to the school library to gain entry to the 6th form block.

Medicines are stored securely in the school Well-Being Centre.

Medical Conditions

Heaton Manor School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN/D, their provision will be planned and delivered in a coordinated way in line with their healthcare plan.

Further details on provision for pupils with SEN/D can be found in the SEN/D Information Report. A hyperlink is below:

[Parents/Carers SEN Information Report](#)

SEN/D Information Report

This report can be found on the school website and within the school brochure. It outlines the provision Heaton Manor School makes for all pupils with SEN/D and within the four broad areas of need;

- Communication and Interaction,
- Cognition and Learning,
- Social, Emotional and Mental Health Difficulties,
- Sensory and /or Physical

Statutory Assessments / Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN/D of a pupil, the pupil has not made expected progress; then school and / or parents / carers may decide to request that the Local Authority conducts an Education, Health and Care statutory assessment. School will provide the local authority with evidence of the action taken as part of SEN/D support. This process may lead to the student being provided with an EHC Plan.

Students with EHC Plans will have support allocated to them which is appropriate to meet their needs. The process of target setting, monitoring and reviewing remains the same as at Wave 2 for students with EHC Plans; however support will be formally reviewed and reported to the LA following the student's Annual review meeting. At this time any additional support required will be requested.

3.3 Monitoring and Evaluating the Success of SEN/D Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN/D:

- Regular observation of teaching by the SEND team, Year Team Leaders, Faculty TLRs.
- Regular work scrutiny by the SEND team, Year Team Leaders, Faculty TLRs.
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- Student and Parent / Carer voice recorded during review meetings, questionnaires, and Keyworker review meetings.
- Teacher feedback during review meetings
- Feedback from outside agencies
- Diagnostic assessment records that illustrate progress over time – e.g. reading ages, spelling ages.
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- The views of parents/carers and pupils and sought via questionnaires for parents of pupils with SEN/D, pupil views of additional and different provision they receive.
- A regular meeting is held between SEN/D Team and other school leaders with responsibilities for different cohorts of students within the school e.g. Director of 6th form, Directors of the Upper and Lower Schools, Director of Specialist Pastoral Services and Well-Being, Heads of Faculty, TLR post holders and individual Year Team leaders to ensure the development of specialist provisions and to discuss individual students support programmes.
- Provision Mapping is used as a basis for monitoring the impact of interventions.
- Analysis of and response to feedback from staff, parents, students, outside agencies.

PART 4: Partnership

4.1 In School

- The SEN/D team liaise closely with departments and individual teachers. Information and concerns are discussed with the appropriate member of staff.
- School systems and procedures provide the mechanisms through which SEN/D issues are discussed and disseminated.

4.2 Parents / Carers of Students with SEN/D

Heaton Manor School actively seeks to work with parents / carers and values the contributions they make.

- The views of Parents / carers are recorded as part of the termly and annual review processes.
- Parents / carers are actively encouraged to help their child in many ways, for example: listening to their child read and learn spellings.
- Parents / carers are encouraged to attend all parents' evenings and information sharing meetings.
- Effective communication is achieved through regular contact home through, letters telephone calls or via their child's planner.
- New parents can attend the Open Evening or can contact the school to organise individual tours or meetings with SEN/D team prior to their child's transfer.

4.3 Students with SEN/D

Heaton Manor School recognises a student's role as a partner in their education.

- Students are actively encouraged to be involved in decision making by attending all SEN/D reviews.
- Students are actively encouraged to be involved in negotiating and setting and evaluating their targets.

- Student views are recorded as part of the termly review process and their views are valued and listened to.

4.4 External Support

The school aims to work in partnership with external agencies in order to provide an integrated and graduated response based on the needs of the student. The main external support agencies include:

- CYPS (Children and young People's Service)
- Connexions (Careers Advice Service)
- School Health Practitioner (School Nurse)
- SENTASS Teams (Special Educational Needs Teaching And Support Service)
 1. Specific Learning Difficulties Team (Dyslexia and Dyscalculia)
 2. Speech and Language Team
 3. Social Communication Team
- Occupational Therapy
- Speech and Language Therapists
- Physiotherapy
- Parent Partnership
- Educational Psychology Service and private psychologists (please note the Local Authority Educational Psychology Service only provide assessments following the formal submission of a request for a statutory assessment)

4.5 Between Schools

- The SENCO, SEN/D, PP Lead, director of Lower School and Year Teams liaise with other schools within the Ouseburn Learning Trust. Ouseburn Trust.
- SENCO Network meeting is held termly to coordinate provision, share information, training and best practice.
- The SENCO attends Local Authority SENCO Network Meetings to discuss regional and national SEND issues.
- The SENCO attends Local and National SEN/D conferences to ensure that the school is kept up to date regarding SEN/D.

Transition Arrangements to Other Educational Provisions

- Transition is carefully planned. In order to ensure successful transition to secondary, Further Education, and Higher Education the pupils with SEN/D and their parents /carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN/D provision will be shared with the next school / Further / Higher Education setting through the review process.
- The SENCO and SEN/D Team liaise with other schools during the transfer of students with SEN/D.
- Heaton Manor School has a dedicated team of Connexions and Careers Information and Guidance team who work closely with the SEND team, students and their parents / carers to provide additional information and advice about longer-term goals and transition into post -16 and post 19 educations. The school's citizenship programme also helps in preparing students for; adulthood, employment, independent living and community participation.
- All documentation about special needs included in a student's record is transferred between schools. The records of SEN/D students who leave in year 11 are retained in the school archives. Documents relevant to the last review are forwarded to post 16 / 18 providers. The SEN/D team deal with specific enquires. Additional induction days are organised with new educational settings for students with SEN/D and other vulnerability factors.

The Complaints Procedure:

The school Complaints Policy is available on the school website.

This SEN and Disability Policy will be reviewed and amended annually.

Related Policies; Teaching and Learning Policy, Climate for Learning Policy, Admissions Policy, Anti-Bullying Policy and the Accessibility Plan Complaints Policy (all available from the school).

Appendix A Provision of Curriculum Support

The Student Support Department can help subject areas in the following ways (although this is not an exhaustive list):

- a) Curriculum Development
 - Planning with individual members of staff / departments
 - Selection / design and preparation of suitable materials
 - Selection / design of teaching strategies
- b) Support teaching
 - Planning appropriate programmes of work
 - Preparation of relevant and differentiated materials
 - Team teaching
 - Helping to facilitate a wide range of teaching and learning styles
 - Provision of specialist technology to enable inclusion
 - Assessing students and applying for access arrangements in examination subjects
 - Evaluating and reviewing what has been planned, delivered and achieved.
- c) Withdrawal Support
 - Some students with special educational needs may be withdrawn 1:1 or within small group sessions, or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with Heaton Manor's inclusive ethos.
- d) In-Service Training
 - The SENCO and SEN/D Team provide regular CPD opportunities on a range of SEN/D relevant to all teaching and support staff. This is part of a continual whole school programme of CPD.
 - Individual departments can request CPD for specific purposes or generic training
 - Whole school CPD is provided focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.
 - The SENCO and SEN/D team also organise for training to be delivered to school staff by outside agencies and also arrange information sharing meetings for teachers and Year Teams regarding individual students in their classes.
- e) Pupil Support Plans

Students who are identified as SEN/D have a Pupil Support Plan, which is used to inform teaching staff of a student's needs and also enable staff to comment on any strategies which they have found effective when teaching the student. The Pupil Support Plan is reviewed termly with students and their parents during the SEN/D review meeting process.

Contents of the Pupil Support Plan include:

- Background information on the student's history, current interests and their Special Educational Needs
- Teaching Strategies which have been found to be effective
- Any access arrangements in place.

Strengths and areas of difficulty relating to each of the areas of need (cognition and learning, communication and interaction, physical and sensory, social, emotional and mental health)

Appendix B

Graduated Response

Wave 1 - Quality First Teaching by all teaching staff

Wave 2 – Is initiated where students have failed to make adequate progress as identified by the SENCO through the assessments identified in 3.1

Criteria for Wave 2 include:

- Low Numeracy / Literacy scores
- Level 3 or below in Key Stage 2 SATs
- Teacher's observations
- Primary Teacher's comments
- Concerns from staff, or parents / carers

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Additional specialist learning programmes; such as Literacy and Numeracy
- Smaller group sessions
- Appropriate teaching groups / sets
- Group support on a regular basis
- Numeracy, Literacy booster sessions, where appropriate.
- Additional staff training

Wave 3

Where students fail to make adequate progress despite additional provision at Wave 2, the school will seek advice and involvement from external support services. They are requested to;

- Provide specialist assessments
- Give advice on teaching and learning strategies or resources
- Provide short term support, or additional staff training

Should assessments identify that a student requires additional provision on a regular basis for an extended period of then the school will apply for additional resources. The application for additional resources will be evaluated against criteria established by the Local Authority.