



RUSHEY MEAD ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

SEND PHILOSOPHY

All members of staff, in conjunction with the authorities, (Trust, Academy Council and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision) and their relative progress will be recorded, valued and reviewed.

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Local Governing Body will review the policy, unless there are significant changes in the interim period.

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Author:	SENDCO / Assistant Principal line manager
Ratified by:	Victoria Barwell
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Revision History:

Version:	Date:	Author:	Summary of Changes:
V0.1	01.06.2015	LEA/ARU	Update on policy in accordance with new SEND Code of Practice 2015
V0.2	18.10.2016	ARU	Review of policy
V0.3	24.04.2018	VSH	Review of policy
V0.4	22.11.2019	VSH	Review of policy
V0.5	25.09.2020	JBL	Intervention grid added to the policy - Appendix A
V0.6	25.11.2021	JBL	Review of policy. No changes.
V0.7	02.03.2023	JBL	Review of policy. No changes.

1.0 Information about the school's SEND Policy:

1.1 Overview

The Rushey Mead Special Educational Needs and Disability (SEND) Policy is based on the Special Educational Needs and Disability Code of Practice (January 2015). It aims to promote a consistency of approach to meeting students' Special Educational Needs and Disabilities, with a focus on preventative work to ensure that those needs are identified as quickly as possible and early action is taken.

The legal framework for this policy is the Education Act 1996 and the Disability Equality Act 2010. The policy has also been written with reference to the following guidance and documents: The Statutory Guidance on Supporting Students at College with Medical Conditions (April 2014); Teachers' Standards (2012).

1.2 Aims and Objectives of the Policy

At Rushey Mead Academy we welcome students with special educational needs and disabilities as part of our community. We strive to ensure that everyone has an equal opportunity to fully engage in the whole curriculum. The department of Learning Support has embedded its practice in the four principles of building secure attachments: nurture, engagement, structure and challenge. Our provision is for the most vulnerable and SEND students and supports pastoral, learning, behavioural and attendance needs.

The department endeavours to build resilience and embrace challenge through an inclusive environment that is both flexible and responsive. Our objectives are:

- To identify and provide for students who have SEN and additional needs.
- To work within the guidance provided in the Special Educational Needs and Disability Code of Practice, 2015.
- To provide support and advice for all staff working with SEND students.
- To provide a Special Educational Needs and Disability Co-ordinator (SENDCO) who will work with the SEND Inclusion Policy.
- To provide a focus on the outcomes of every student, including those with SEND.

1.3 Admission Arrangements

Students with SEND follow normal admissions procedures. The only criterion for priority is a student with an EHCP that names Rushey Mead Academy.

2.0 Identification of Special Educational Needs and Disability:

2.1 The Special Educational Needs and Disability Code of Practice, 2015 identified four broad areas of need including:

- Communication and interaction:
 - Autistic Spectrum Disorders (ASD)
 - Speech, Language and Communication Needs (SLCN)
- Cognition and Learning:
 - Specific Learning Difficulties (SpLD) - Dyslexia, dyspraxia, dyscalculia
 - Learning Disabilities (LD)
- Sensory and Medical:
 - Hearing or Visual impairment (HI or VI)
 - Physical disability (PD)
- Social, Emotional, Mental Health
 - Anxiety
 - Attachment
 - ADHD

Students have SEND if they have a difficulty accessing the curriculum which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of students of the same age
- Have a disability* which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age.

*See 'definition of disability' at the end of this policy.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/Carers and staff will be informed that the student has SEND and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- 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 and Numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.

- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

3.0 A Graduated Approach to Special Educational Needs Disabilities Support:

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. We endeavour to build resilience and embrace challenge through an inclusive environment where students follow the same broad curriculum, whilst ensuring all students with SEND have their needs met and achieve the best outcomes.

3.1 Identification and Assessment

Rushey Mead Academy staff liaise carefully with local primary schools at transition. The transition team work in collaboration with the SENDCO and all the feeder primary schools. The SENDCO/transition team also attend Annual Reviews and multi-agency reviews of students in Year 6 where appropriate. Enhanced transition packages are used to add maximum support for the most vulnerable SEND students, where appropriate.

All students complete screening assessments including MIDYIS tests, on entry to Rushey Mead Academy. There are also classroom observations, and individual diagnostic assessments are undertaken, if necessary. Assessments are used to inform the faculty of which students need support and/or specific interventions.

All students with SEND are reviewed termly and their level of support adjusted accordingly. Tracking is monitored, and post intervention evaluations, alongside other data, is analysed regularly. At Rushey Mead Academy we are acutely aware that SEND students require ongoing formative assessment as well as the tri-annual summative assessments as part of the assessment model.

We have a graduated SEND referral process for teachers who have concerns about students in their class.

3.2 Curriculum Access and Provision

All staff receive advice, guidance and training to support SEND students in accessing the curriculum and ensuring the most effective provision. Students are supported in developing appropriate social skills and positive relationships enabling them to become more independent through bespoke, time focused interventions. Specific interventions are put in place to address a student's SEND, helping to remove the barriers to their learning and enabling them to make progress across the curriculum. **See Appendix A at the end of this document.*

Some students, due to their needs, will require modification to their curriculum and a small percentage qualify for access arrangements to support them when taking external examinations. The SENDCO and team liaise with post-16 provision to ensure that students with SEND have effective and positive transitions to further education.

3.3 The Graduated Response

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students.

A Graduated Response is adopted for students identified as having SEND. Provision is identified and managed by the SENDCO but will be planned and delivered by teaching and support staff as part of Quality First Teaching. For a more detailed review of provision see the Leicester Local Authority Offer and the Personal Statement for Rushey Mead's Offer.

Universal Provision - Quality First teaching by all teaching staff. We ensure we employ staff who are highly qualified and ensure that through induction, CPD, appraisals and the Teaching School, we have outstanding staff working with our students with SEND.

SEN Support is initiated where students have failed to make adequate progress as identified by the SENDCO through the assessment arrangements as in 3.1.

Criteria for SEN Support include:

- Low Numeracy/Literacy scores in Midyis tests and other assessments.
- Prior attainment is 'Low'.
- Teachers' observations.
- Teaching Assistants' observations.
- Primary Teachers' comments.
- Concerns from staff or Parent/Carer.

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

Interventions may include:

- Variety of reading interventions targeted to particular aspects of literacy and reaching including: Direct Instruction, spelling, handwriting interventions and writing development.
- Targeted Maths interventions.
- Interactive play, social communication.
- Draw and talk therapy.
- Nurture and friendship groups.
- Restorative justice.

High Level Needs - Where students fail to make adequate progress, despite additional provision from the Learning Support faculty, the school seeks advice and involvement from external support services. Rushey Mead Academy makes full use of the specialist agencies in the area who can offer support and advice on SEND. With the agreement and support of parents/carers, referrals are made to relevant agencies. Detailed reports and data are gathered from staff which is included on the referral form and a student may be assessed within the classroom or individually by a specialist. The recommendations made by the agency will be shared with parents/carers and the staff at Rushey Mead Academy. Advice cards are created for students to ensure all staff adopt strategies that will support the student.

Should the assessments carried out by external agencies identify that the student requires additional provision on a regular basis, for an extended period, then the school will apply for additional resources. The application will be evaluated against criteria established by the Local Authority (LA).

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or parents/carers may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an Educational Healthcare (EHC) plan. The SENDCO is responsible, on a daily basis, for overseeing their support and mentoring, and allocates students with EHCPs a specified amount of support.

3.4 Bespoke Student Advice Cards

The strategies that will be employed for SEND students are recorded on advice cards, saved on SIMS, reflecting provision that is additional to, or different from, normal differentiated provision. All students with SEND have a bespoke advice card and their progress is closely monitored. Contents of the advice cards on SIMS include:

- Access arrangement information.
- Teaching and learning strategies.
- Behaviour management strategies.
- Additional provision to be put in place.

The advice card is communicated to all staff who support the student's learning, and to the parents/guardians and the student. Advice cards are constantly reviewed and updated, and also form part of the formal review process. The expectation is that teachers engage with the advice cards to use the suggestions and strategies to support learning in the classroom.

3.5 Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by the school through individual reviews, screening tests and procedures described in the Rushey Mead Academy Assessment Policy.

3.6 Provision of an appropriate curriculum

Through the SIP, Faculty Improvement Plans, and in conjunction with SEN statements, provision for students with SEND is regularly reviewed and revised. As part of Quality First Teaching it is the responsibility of individual departments at the school to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the Inclusion/Learning Support Team.

3.7 Provision of Curriculum Support

The Learning Support Team 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: This is achieved by working collaboratively with a subject teacher. The SENDCO and team can assist by:**
 - Planning appropriate programmes of work.
 - Preparation of relevant and differentiated materials.
 - Team and individual teaching.
 - Helping to facilitate a wide range of teaching and learning styles.
 - Evaluating and reviewing what has been achieved.
- c) Withdrawal:**
 - Some students with SEND may be withdrawn 1:1, or within small group sessions, or to use technological support, for a time-limited intervention programme which is closely monitored for impact; **the withdrawal of students is kept to an absolute minimum, in accordance with Rushey Mead's inclusion ethos.**
- d) In-service training:**
 - The SENDCO provides INSET for NQTs and other new staff at the school on Code of Practice procedures at Rushey Mead Academy.
 - Individual departments can ask for INSET from the SENDCO as required, for specific purposes or generic training
 - Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.8 Allocation of Resources:

Staff are deployed to maximise the support for statemented/EHCP students and those on the SEND register. Teaching Assistants are used to run effective, time limited and personalised programmes of support for both individual students and groups. These are regularly reviewed and analysed to ensure all interventions are appropriate in meeting the needs of students. The department manages and deploys resources in the most effective way within the SEND budget.

3.9 INSET

All staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff have on-going professional learning opportunities, and CPD is available to support their development and their role in supporting students with SEND. CPD and expertise is cascaded throughout the school to enable all staff to work with a diverse range of needs, working in collaboration with outside agencies to maximise the support offered to students.

The SENDCO regularly meets with the Academy Trust Director of SEND and attends external network meetings and conferences in order to keep up to date with local and national updates in SEND. This

information is then cascaded to staff and implemented through advice cards and intervention strategies.

3.10 Special Provision

In line with current legislation the school building complies with current legislation. Adaptions occur to meet individual's needs.

4.0 Supporting students at school with medical conditions:

Rushey Mead Academy 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 students 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 EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

For further details, please see the School's policy for supporting students with medical needs.

5.0 Monitoring and Evaluation:

Pre and post intervention data is analysed. Annual Reviews and multi-agency meetings provide evidence for those on the SEND register. This is in addition to the tracking and reporting systems already used by the whole school. The SEND department in line with all other areas of the school have annual evaluations and improvement plans.

Rushey Mead Academy will also ensure there are timely and regular external reviews of safeguarding commissioned, to ensure there is an objective evaluation of provision.

5.1 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or guardians, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.
- The SENDCO reviewing procedures in consultation with subject leaders and outside agencies,
- Quality assurance of SEND provision across the school.
- Quality assurance of Learning Support faculty by SLT.
- Quality assurance of Teaching Assistants in lessons and intervention sessions.
- Feedback from other faculties and outside agencies.

- Number of complaints received.

6.0 Working in Partnership:

6.1 In School

The SENDCO liaises closely with the Assistant Principal line manager, subject teachers, tutors, DA champions, support staff and Curriculum and Subject Leaders as appropriate. Information and concerns are always discussed with the appropriate member of staff.

6.2 Parents

At Rushey Mead Academy we work in partnership with parents/carers to provide an education of the highest quality, which celebrates everyone's success in a stimulating and caring environment where all our differences are valued. We believe that the relationship between Rushey Mead Academy and its parents/carers is a partnership which involves a two-way process. Rushey Mead Academy provides an open-door policy where parents/carers are encouraged to contact the school whenever they have a concern and a convenient time will be made for this to be discussed further. We recognise and value the input of the family and believe that this has a crucial bearing on a student's educational progress and on the effectiveness of any action the school may take. By working with parents/carers we aim to provide the best opportunities for our students in a nurturing and safe environment where they feel listened to and respected.

We aim to ensure that parent/carers of students at Rushey Mead Academy are open and confident in working in partnership with us and with other professionals and we aim to ensure that we support parents/carers in this process.

- Parental views are recorded as part of the Annual Review procedures.
- Parents/Carers are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings.
- Parents/Carers are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home, either through letters/emails or telephone calls.
- New parents/carers can attend the Open Evening in the Autumn term prior to transfer and the Parents' Induction in the Summer term before transition.

6.3 Students

Rushey Mead Academy recognises that all students have the right to be involved in making decisions and exercising choice (SEND Code of Practice, 2015). At all times students are engaged in their education and encouraged to develop sustainable skills and strategies that enable them to overcome the barriers to their learning successfully.

- EHCP students are fully involved in the annual review process.
- Students' views are recorded as part of the review process and their views are valued and listened to.

6.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the scholar. The main external support agencies used by Rushey Mead Academy include (this is not an exhaustive list):

- The Educational Psychologist.
- The Scholar and Mental Health Services (CAMHS) support.
- Learning, Communication and Interaction Team (LCI).
- Children's Hospital School.
- The School Nurse.
- The Educational Welfare Officer.
- Speech and Language Service.
- Occupational Therapy.
- School counsellor.

6.5 Between Schools

The SENDCO liaises with the Academy Trust Director of SEND and other SENDCOs:

- In TMET, with communities established between the secondary schools in particular.
- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENDSCO-network' meetings.
- On the transfer of a student with SEND.

6.6 Transfer Agreements

All documentation about special needs included in a student's record is transferred between schools. The SENDCO deals with specific enquiries. Additional induction days are arranged as required for all students with SEND and vulnerability factors. The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forwarded to post-16 placements.

7.0 Management of SEND within School:

The Principal and the Academy Council have delegated the responsibility for the day to day implementation of the policy to the SENDCO and Assistant Principal.

In line with the new Code of Practice (2015) all staff in school have a responsibility for students with SEND. Current Teaching and Learning protocols within school promote Quality First Teaching within an inclusive curriculum.

The department is led by a very experienced team with particular expertise in working with students with complex SEND. Support is provided from across TMET.

7.1 Roles and Responsibilities

The roles and responsibilities of school personnel with regard to SEND are given below. They are in accordance with the Code of Practice (2015) guidelines and school job descriptions.

Academy Council:

- In partnership with the Principal, the Academy Councillors have responsibility for monitoring the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Principal sets objectives and priorities in the School Improvement Plan, which include provision of SEND.
- Monitoring the policy through the school's self-review procedures
- All Academy Councillors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to students on the school's policy through the website.
- The named governor for SEND is Kalvinder Kaur, who will report back to the Academy Council.

Assistant Principal:

- Setting objectives and priorities in the School Improvement Plan, which includes SEND.
- Line managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Academy Council.

SEND Coordinator and Assistant SENCO:

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Assistant Principal for the management of SEND provision and the day-to-day operation of the policy.
- Managing and developing the roles of Teaching Assistants, through training and Performance Management.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring advice cards for those with SEND and others, as required.
- Monitoring departmental delivery of the SEND Policy.
- Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants.
- Being responsible and accountable for the whole-school SEND resources and sharing with the Principal and Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEND.

- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENDCOs, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEND report, which the Principal reports to the Academy Council.

Curriculum and Subject Leaders:

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are provided.
- Raising awareness of school responsibilities towards SEND.

Teachers: “All teachers are teachers of special needs”

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support team.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring student advice cards are read and followed in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school’s procedures for SEND.
- Raising individual concerns to SENDCO.

Teaching Assistants:

- Support students with SEND, and the wider school population, in lessons in the classroom.
- Plan and deliver individualised intervention programmes where appropriate.
- Monitor progress against targets.
- Assist with drawing up individual plans/advice cards, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.

8.0 Storing and Management of SEND Information:

All SEND documents and data are stored in line with the school’s Data Protection Policy.

9.0 Complaints:

If parents/carers have a complaint this should be directed in the first instance to the SENDCO. If there continues to be cause for complaint parent/carers should address their concerns to the Principal or the Academy Council as in line with the Trust’s Complaints policy.

10.0 Appendices:

Appendix A

Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc)	Outside Agencies	In school intervention
<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.</p> <p>This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.</p> <p>The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction.</p> <p>They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>	<p>The Speech and Language Therapists work with individual students from their caseload.</p> <p>Advice is provided and shared with staff.</p> <p>The CLCI ASD link teachers work with individuals and provide specific advice for school.</p> <p>The Educational Psychologist provides advice and strategies for individual students. Enhanced transition arrangements ensure needs are identified and arrangements put in place as students move from KS2 and in Year 11 for post 16 provision.</p> <p>Connexions work with some students to ensure support is provided during transition.</p>	<p>Bespoke individual support is available if professionals advise this is necessary.</p> <p>Personalised support and guidance where necessary.</p>
Cognition and Learning (e.g. global learning difficulties, dyslexia, dyscalculia etc)	Outside Agencies	In school intervention
<p>A young person has a learning difficulty or disability if they have significantly greater difficulty in</p>	<p>Complex Learning, Communication and</p>	<p>The following programmes are implemented when baseline assessments indicate a need:</p>

<p>learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.</p> <p>Support for learning difficulties may be required</p> <p>for children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) or specific learning difficulties (SpLD).</p> <p>On entry, the school assesses students' cognition and learning through MIDYIS tests, reading, literacy, numeracy tests are conducted and previous attainment levels at KS2 are reviewed. If any concerns are raised then further assessments and advice is sought.</p> <p>These assessments might identify moderate learning difficulties (MLD) or specific learning difficulties (SpLD), which affects one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>	<p>Interaction Support Team (CLCI) provide advice and guidance with assessments, suggesting and implementing programmes to meet individual needs.</p> <p>Educational Psychologists support with assessments, suggest and implement appropriate programmes.</p> <p>Primary school links take place during transition and throughout the academic year when necessary.</p> <p>Connexions support in transition plans to post 16 provision where appropriate.</p> <p>College representatives attend transition meeting when appropriate.</p> <p>Where appropriate, agencies submit reports for reviews and attend them.</p>	<ul style="list-style-type: none"> • Variety of reading interventions targeted to particular aspects of literacy including: Inference, Spelling, Handwriting interventions and Writing development • Targeted Maths interventions Small group and individual work where appropriate <p>The following assessments are used in conjunction with observation to identify specific needs:</p> <ul style="list-style-type: none"> • MIDYIS • Vernon spelling • Online literacy and numeracy assessments • Dyslexia checklist • Maths assessments <p>Alternative provision is sought where necessary including bespoke programmes and at KS 4, Foundation Learning and Entry Level courses are identified.</p> <p>After school study clubs to support learning.</p>
<p>Social, mental and emotional health SEMH (e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc.</p>	<p>Outside Agencies</p>	<p>In school intervention</p>
<p>Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying</p>	<p>After identification from primary school, observations and assessments from within the school, the following agencies may be requested to</p>	<p>The following resources are used to support those children who have been identified with issues relating to SEMH difficulties:</p>

<p>challenging, disruptive or disturbing behaviour.</p> <p>These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> <p>The school assesses students' emotional and behavioural needs to ensure appropriate interventions are initiated and opportunities to address any issues identified.</p> <p>Social and Emotional Aspects of Learning (SEAL) activities are incorporated into tutor time activities.</p> <p>We have good links with feeder primary schools, and the year 6 profiles are shared before transition and enhanced induction days and personalised transition arrangements for KS2-3 and KS4-5 for individuals who are moving to post 16 provision.</p> <p>Safeguarding, anti-bullying and behaviour policies and procedures all support students with SEMH needs. The school holds the ABC anti-bullying award.</p>	<p>contribute to further assessments and programmes of support:</p> <p>Space4U Counsellor</p> <p>School Nurse/GP</p> <p>Educational Psychology Service</p> <p>CLCI</p> <p>Child & Adolescent Mental Health Service (CAMHS)</p> <p>ADHD solutions</p> <p>Primary and Secondary Behaviour Support</p> <p>services and teams</p> <p>Youth Offending Team</p> <p>Other specialist services to support students with SEMH issues.</p> <p>For those children who are unwell and not able to attend mainstream school, the Children's Hospital School may be involved and they may be educated offsite.</p> <p>Transition at each Key Stage will involve past or future educators and Connexions when appropriate.</p> <p>For some students in KS4, who find school difficult to engage with alternative courses are provided and the students are educated off site.</p>	<p>TAs are available to provide support, guidance, modelling and practice of skills if appropriate.</p> <p>Where necessary safe spaces are available for students in crisis.</p> <p>Bereavement support is offered and referrals to the Laura Centre if appropriate.</p> <p>The following bespoke and time limited interventions might be used to support a student with SEMH difficulties:</p> <p>For some students a personalised and bespoke timetable is required including PSPs</p> <p>Vocational learning opportunities are available at KS4</p>
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Sensory/ Physical (Visual impairment, hearing impairment, sensory needs (e.g. autism, dyspraxia, toileting issues, physical disability etc)	Outside Agencies	In school intervention
<p>Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided.</p> <p>These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.</p> <p>Children and young people with an MSI have a combination of vision and hearing difficulties.</p> <p>Young people with a physical disability (PD) who require additional ongoing support and equipment to access all the opportunities available to their peers.</p> <p>A range of teaching and learning resources are used to take account of different learning styles and to compensate for reduced sensory or physical abilities.</p> <p>Clear planning for the production of modified resources, with support from outside agencies where appropriate.</p>	<p>Specialist staff from the Hearing Support Team and Vision Support Team provides assessment and support where appropriate.</p> <p>Physiotherapy and occupational therapy are fully involved when a child's need merits this.</p> <p>Links with disability sports provide help with inclusive practices.</p> <p>Enhanced transition arrangements ensure needs are identified and arrangements put in place as students move from KS2 and in Year 11 for post 16 provision.</p> <p>Other agencies are involved if appropriate.</p>	<p>All environmental aspects of the school building have been considered with reference to special individual needs, and where appropriate further modifications are provided after support and guidance from appropriate agencies.</p> <p>The following are available to students with these needs:</p> <ul style="list-style-type: none"> • Full access throughout the school • Use of lifts as appropriate • Disabled toilets • Fire evacuation using Evac chairs if required • Adapted resources for ICT

<p>Provision of differentiated and assistive resources and materials when planning delivery of lessons.</p> <p>Consideration of timetabling and location of rooms, which are suitably furnished.</p> <p>DDA compliant building, including where appropriate adaptations to the environment.</p> <p>The young person is aware of their own impairment and its limitations and implications for their own learning.</p> <p>The school enables the young person to take responsibility for their own learning environment.</p>		
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