



PHOENIX ACADEMY SEND INFORMATION REPORT

Introduction:

- Every child brings with them a unique blend of strengths and areas of need to our school community. The Academy's aim is to enable all our students to live a life of choice and opportunity. This report describes our academy's provision and support for children with SEND.
- SEND stands for Special Educational Needs and Disabilities. A young person is defined as having special educational needs or disabilities if they have:
 - I. 'significantly greater difficulty in learning than the majority of others of the same age'
 - Or
 - II. 'a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools'¹
- SEND is not a barrier to your child's success. We expect our students with SEND to make progress in line with their Non- SEND peers and above the National Average.

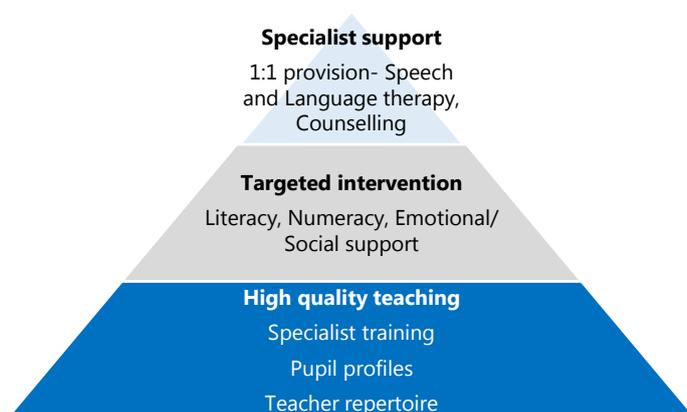
SEND areas of need

- Within the SEND Code of Practice it is identified that there are four broad areas of need:
 1. Communication and Interaction Needs
 2. Cognition and Learning Needs
 3. Social, Emotional, Mental health Needs
 4. Sensory and/or Physical Needs
- These four broad areas are defined as:
 1. **Communication and Interaction Support** – for students who have speech, language and communication needs, a specific language impairment or a range of communication difficulties. One such communication difficulty may include Autistic Spectrum Disorder (ASD)
 2. **Cognition and Learning Support** – for students with specific learning difficulties such as dyslexia, or moderate learning difficulties that affect students in a range of cognitive areas
 3. **Social, Emotional, Mental Health Support** – for students who struggle to engage in the social aspects of school, or who find it hard to cope with challenging emotions. This will range from students needing short-term assistance during a turbulent time in their life, to students with a recognised condition such as ADD or ADHD.

¹ P.16 2015 *Special Educational Needs and Disability Code of Practice*.

4. **Students with Sensory/Physical or medical needs** - Phoenix Academy is committed to ensuring that pupils with medical conditions are properly supported in school so that they can:
 - a) play a full and active role in school life
 - b) access and enjoy the same opportunities at school as any other child, including school trips and physical education
 - c) remain healthy and safe
 - d) achieve their academic potential
- If a student has a medical need, they will have a Care Plan which is compiled in consultation with parents under the guidance of the school nurse and/or welfare officer. The plan is discussed with all staff who are involved with the student.
 - Staff receive regular medical training delivered by the school nurse and are aware of where they can access further information as necessary.
 - Where necessary, and in agreement with parents, medicines are administered in school, but only with signed parental consent and with medicines in the original packaging.

OUR APPROACH TO TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS



- We run a range of interventions to support pupils, as well as offering a range of training to support classroom teachers. The intervention provided takes a 3-tiered approach to supporting learning:
 - I. **Universal** – this is the teaching your child will receive from his/her class teacher, and may include some very minor adaptations to match learning needs as outlined in their pupil profile. All teachers are teachers of SEND and we believe firmly that our Phoenix teacher repertoire (the 8 habits) will ensure high quality and inclusive teaching for all our pupils. Our teachers are trained extensively on this repertoire and how to best use it to meet all pupils needs.
 - II. **Targeted** - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of:
 - a) assessing your child's needs
 - b) planning the most effective and appropriate intervention
 - c) providing this intervention
 - d) reviewing the impact on your child's progress towards individual learning outcomes.

- Sometimes this intervention may take place outside the classroom as a 1-to-1 or with a small group of students. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes. See appendix for the full list of interventions we offer at Phoenix Academy.

III. **Specialist** – it may be necessary to seek specialist advice and regular long-term support from a specialist professional within the school. Such specialists may include Speech Therapists or Educational Psychologists. Sometimes the school will enlist the services of external professionals, such as occupational therapists, sensory advisory teachers or services provided by the Local Authority. The school may need to prioritise referrals to these services. However, for a very small number of pupils, access to these specialists may be through an Education Health Care (EHC) Plan.

INFORMATION ON THE SCHOOL'S GRADUATED APPROACH

1. High quality teaching

- Teachers are responsible and accountable for the progress and development of the students in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEND.
- High quality teaching of all students, including those with special educational needs, is a whole-school responsibility. At Phoenix we strongly believe that good teaching for SEND is good teaching for all.
- As a result, we prioritise 8 habits that ensure this. Teachers are trained on this through our teacher effectiveness programme and they are evident in all lessons.

2. Increased levels of provision and support

- In spite of high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support.
- In consultation with parents and their child, the nature of the students' needs and the desired outcomes, including expected progress and attainment, are identified and agreed. See section below and appendix for more details on identification and assessment.
- A decision is then made as to whether this can be provided by adapting the school's core offer or whether something different or additional is required.
- Where it is decided that a student has a special educational need, this decision is recorded in the school records and the parents are informed.
- Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they will still retain responsibility for the student. Teachers are expected to 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.
- Some students with SEND may need reasonable and individual adjustments in the classroom on top of this. Strategies that will help students to be successful are outlined in the student's pupil profile which is updated three times a year in partnership with the parents / carers, student and SENDCo / specialist teacher.
- The SEN(D)Co will support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

REVIEW OF IMPACT AND NEXT STEPS

- The effectiveness of the support and interventions, and their impact on the student's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students. The views of the student and their parents are integral to this process.

- The SEN(D)Co, working with subject teachers, may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- If a student continues to make less than expected progress despite support and intervention, the school may involve specialists, both in-house and from outside agencies.
- The school will report on their child's progress at 3 points throughout the school year through pupil profile meetings and as part of the normal reporting process.

The approach to reviewing provision is outlined further in the appendix.

WHAT TO DO IF YOU HAVE A QUESTION ABOUT YOUR CHILD'S DIFFICULTIES, SPECIAL EDUCATIONAL NEEDS OR DISABILITY.

- Talk to your child's tutor about your concerns. If the concern is with a particular subject, you should speak to your child's subject teacher.
- It is likely that the class teacher will have discussed your concerns with Aurora Reid, the school SEN(D)Co. You may wish to email, telephone or arrange a meeting with the SEN(D)Co. Her contact details are areid@phoenxiacademy.org.uk 020 8749 1141 extension 209.
- If you continue to have concerns you can arrange to discuss these with Oliver Knight the Executive Head teacher. The CEO, Paul Smith can be contacted for any concerns that need to be expressed to the Governing Body.

INCLUSION TEAM: WHO ARE WE?



Leanne Officer-Jacquet
**Inclusion
Administrator**



Aurora Reid
SENDCo



Gary Aubin
**Futures Academy-
Head of SEND**



Ayan Issa
EAL Coordinator



Jennifer Lynch
School Counsellor



Vitore Kacubaj
**Teaching Assistant-
Maths**



Hannah Tucker
**Teaching Assistant-
Humanities**



Sara Nur
**Teaching Assistant-
Literacy**



Ndidi Offonze
SEND Teacher

**Speech and Language
Therapist**

1. How do we identify and assess pupils with SEND?

- The SEND Admissions process informs us of those with Educational Health Care Plans. For students with such plans, we are able to plan for as seamless a transition as possible in meeting their needs in their new secondary provision.
- We also gain information about students' SEND before they arrive, through:
 - I. Parent-supplied information on school application forms and at entry interviews;
 - II. Shared communication between primary schools and Phoenix Academy on the specific needs of individual pupils, in the summer term prior to the child starting;
 - III. Close liaison with parents and primary SEN(D)Co's before a pupil joins us in Year 7 to ensure continuity of care, especially where diagnoses exist for a child or where an EHC Plan states certain types of provision;
 - IV. In-school testing of all Year 7 pupils prior to them starting at Phoenix Academy, including the NGRT reading test, Pupils Attitudes to School Survey and Cognitive Ability Tests.
- Once students have begun their time at Phoenix Academy, further identification and assessment can be done through:
 - I. In-class observations of all classes for the first weeks of term for Year 7 classes;
 - II. Teacher feedback and continual progress-monitoring to inform where a child may need extra support;

- III. Student Support meetings between each Year team (Head of Year and Pastoral Support Manager) and the Inclusion team, including the SEN(D)Co.
- Further specific screening tests can be carried out according to need to recognise students with traits of dyslexia or dyscalculia, as well as tests that look at handwriting speed, spelling accuracy and reading ability.
 - In more complex cases, we feed into external services including speech and language therapy, the Educational Psychology Service, Child and Adult Mental Health Services (CAMHS) and Visual/Hearing Impairment Services.
 - See flow chart in appendix for more information

2. What are the Academy's Arrangements for Assessing and Reviewing the Progress of Pupils with SEN Assessment and Monitoring of Progress?

- We have various mechanisms and assessments which we use to analyse progress of pupils academically and personally. The main forms of monitoring and assessments are through:
 - I. Literacy Intervention
 - II. NFER Reading tests
 - III. LEXIA Reading Programme
 - IV. Catch up Numeracy Intervention
 - V. Annual Reviews and transition plans
 - VI. Pupil Profiles

3. How do we evaluate the effectiveness of provision for pupils with SEND?

- The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:
 - I. Classroom observations
 - II. On-going assessment of progress made by small groups and intervention groups
 - III. Work sampling
 - IV. Informal feedback from staff
 - V. Pupil interviews when setting pupil profile targets and for annual reviews
 - VI. Pupil progress and tracking using assessment data
 - VII. Monitoring of Pupil Profile targets, evaluating the impact of Pupil Profile on pupils progress
 - VIII. Attendance records
 - IX. Regular meetings about pupils progress between SEN(D)Co, Heads of Year, and School Nurse etc.

4. How does Phoenix academy ensure the teaching staff are appropriately trained to support my child's special educational needs or disability?

- At Phoenix Academy we believe that your child's learning needs will first be met through the high quality teaching delivered by his/her class teacher.
- Regular professional development ensures that staff at Phoenix Academy are fully aware of how to cater for a range of Special Educational Needs. Provision for SEND is not a bolt on but is integral to everything we do.

- The Inclusion Department team are in regular communication with teaching staff to make sure that everyone is aware of what Special Educational Needs there are within the school and how to help support those needs in the classroom.
- The school is able to access training programmes from different organisations including Hammersmith and Fulham.
- Individual training can also be arranged when necessary.
- The SEN(D)Co has completed the National Award for SEN(D)Cos (Postgraduate Certificate) and a Masters Degree in Leadership and use the skills gained on this qualification to support teachers in their practice.

5. What are the Admissions arrangements for Phoenix Academy?

- For full information on our admissions arrangements see our Admissions page

6. How are students supported to be part of the setting?

- All areas of the building are fully accessible for people with disabilities or limited mobility.
- We take account of equality issues in relation to admissions and exclusions, the way we provide education for our students and the way we provide access for students to facilities and services.
- The Phoenix Academy policy on behaviour takes full account of the new duties under the Equality Act.
- We actively promote equality and diversity through the curriculum and by creating an environment that champions respect for all.
- Full information can be found in our Accessibility plan.

7. How does Phoenix Academy address bullying?

- Our Anti-Bullying Policy makes it clear that all our students have the right to feel safe from bullying.
- We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment, and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.
- Full information about how we deal with bullying can be found in our Anti-Bullying Policy.

8. How is my child included in all the same activities as his/her peers at school?

- Phoenix Academy is an inclusive school, committed to providing equal opportunities for all children.
- Educational Enrichment is one of the two core pillars of the school and we are committed to ensuring it is inclusive for SEND students. School clubs, educational visits and residential trips are available to all children.
- When necessary, the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's tutor or the SENDCo if you have any concerns.

9. What Support Will There Be for My Child's Well-Being?

- It is vital that all students in our school feel valued, cared for, confident and supported.
- Ensuring that the student knows who they can talk to if they have any worries
- Lessons about making and keeping friends, having successful conversations, independence in school
- PASS screening for well-being
- Students who have social, emotional and mental health issues or develop them later on are offered additional measures based on assessment, such as social skills support or mentoring to help them cope. Read more on the social, emotional and mental health section of the appendix.

10. How will Phoenix Academy support my child in transition stages?

- We liaise closely with the local primary schools to ensure we know as much as possible about the support needs of our new students. We are able to discuss with the relevant teachers any individual needs and meet all new parents and students in the summer term before students begin Year 7. We also run a transition group for students who we believe may find transition challenging. Students who need additional support with behavior, special educational needs or other pastoral concerns will have four opportunities to visit Phoenix Academy, as part of the 'Going Places' programme.
- When Year 7 students start in September, they have their own designated playgrounds and an early lunch time during the initial period.
- At Phoenix Academy, we take care to ensure that during transition points (between classes, each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and the best strategies to support their learning. This happens through effective use of data, an Inclusion Department that communicates well with all teaching staff, and strong systems for reporting progress.
- If your child has an EHC Plan, we will participate in and/or facilitate his/her annual review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and be asked to attend the reviews.
- From Year 9, all EHC Plan reviews will have a focus on preparing for adulthood including employment, independent living and participation in society. We support students in their applications to further and higher education or training upon leaving Phoenix Academy.
- If a student leaves Phoenix Academy to join another school we will ensure all relevant information is shared, in agreement with parents/ carers.
- During Year 11 the Inclusion Department staff will support students with SEN with applications for school, college, apprenticeships or employment opportunities.

11. How Will The Academy Help Prepare My Child For Transfer To Post-16 Education Or To Another School?

- All students will have at least one meeting with our careers advisor. During this meeting students will have the chance to talk about different Post 16 options. All students will complete work experience during KS4.
- This helps to give students a taste of a working environment and can help inform them about which course they would like to take, post-16. Students may take part in programmes of work which help prepare them for life post-16 e.g. Life Skills. Students will receive support with completing college applications. Academy staff will liaise with work experience placements to ensure that their staff are aware of student needs.

12. How will the school consider my views and those of my child with regard to his/her difficulties with learning, special educational needs or disability?

- We encourage parental involvement in any support we provide. We believe that it is essential for us to understand your view, as well as the views of your child, in any difficulties they may experience with their learning.
- You will be able to share your views over email, by phoning the Inclusion Department, or by arranging a meeting with one of the Inclusion Team. We will always endeavour to respond to your views and where possible to act upon them.
- If your child has an identified Special Educational Need, you will be invited to attend the school to discuss current progress, support strategies being used and expected outcomes via the pupil profile meeting. This may be with a member of the Inclusion Department or a key member of school staff.

- If your child has an Education, Health and Care (EHC) Plan, you and your child will be able to share your views at the Annual Review.
- All parents are also encouraged to have discussions with class teachers, to attend Parent's Forums, Academic Review Day, and to ensure that their child completes home learning to a high standard.
- We will carry out Parent and Student Voice activities throughout the year to better understand the views of students with SEND.

13. How Will You Help Me in Supporting My Child's Learning At Home?

- The school provides parents with advice on how to support your child's homework.
Parents are always welcome to contact their child's Form Tutor for more specific advice at any time.
- Parents will be invited to attend other specific events during the year e.g. Options Evening which give further support to parents and students.
- Your child's recent Pupil Profile will include a section on support strategies, many of which apply to home as well as school life. If you are not sure how you can apply them, contact the author of the report for further information.
- Annual reports written at Phoenix Academy School often contain advice that will be discussed and developed with you at the face-to-face Annual Review meeting.
- Parents are always welcome to contact their child's support team for ongoing advice.

14. What support can students receive while taking tests and exams?

- We follow the guidelines outlined by the Joint Council for Qualifications (JCQ). A student may be eligible for access arrangements (such as extra time, supervised rest breaks or use of a reader) if he/she meets certain pre-defined criteria. For full information on access arrangements, click on the JCQ website:
<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
- Students who are on the SEND register are automatically tested to ascertain whether they meet the criteria. Other students are nominated by parents or teachers. Only small numbers of students are granted permission to have special consideration for examinations. In this case, parents and students are informed well in advance of the examination and this will need to be their normal way of working. This means that they will have that arrangement for any in class assessments or mock exams.

15. What specialist services and expertise are available at or accessed by the school?

Educational Psychologist	The School has a designated educational psychologist who visits regularly. This enables us to access a range of consultation services, assessment and intervention support as well as training. Our Educational Psychologist consults with parents and staff to explore issues that may interfere with a student's learning. Strategies discussed between the people involved in a child's education are hoped to promote progress and inclusion using knowledge, experience and relevant research.
CAMHS (Child and Adolescent Mental Health Service)	Where necessary, we are able to refer students to CAMHS directly. Parents can also refer to CAMHS via their GP. CAMHS provide outpatient assessment and treatment for children and young people with emotional and behavioural difficulties. Team members are likely to include child and adolescent psychiatrists, social workers, clinical psychologists, community psychiatric nurses, child psychotherapists, occupational therapists, as well as art, music and drama therapists.

ACE Team	Our Attendance Support Officer visits the school on a weekly basis. Students whose attendance has dipped below 85% are referred to the service. By law, children aged between five and 16 must receive a full-time education. Parents are responsible for making sure this happens.
Social Services	If the school has a concern about a child or young person who may be suffering harm we immediately contact the Referral and Assessment Team for advice and support. We also liaise closely when one of our students is Looked After by the Local Authority, is subject to a Child Protection Plan or is considered a Child in Need.
Speech and Language Therapy	The School has a designated Speech and Language Therapy Service. Our speech and language therapists provide specialist advice, assessment and intervention for children and young people who have difficulties with any aspect of their communication. They also offer training and support to staff on all aspects of language and communication.
School nurse	The school has a designated school nurse who visits regularly. The school nurse offers a wide ranging service which includes: Health screening; Creating care plans for students with additional health needs (for example diabetes, asthma, epilepsy); Ad hoc health assessments relating to concerns around child protection and child in need reviews; Health promotion - providing advice on a range of topics, including: sexual health, smoking, maintaining a healthy weight and drugs and alcohol.
Aspire (Alternative Provision)	Where a student's behaviour presents a barrier to learning that can not immediately be met by Phoenix Academy, your child may be referred to Aspire. This may include a short-term provision or a longer-term option but the intention will always be to integrate your child back into the mainstream school. Aspire will provide a bespoke academic and therapeutic curriculum to support this.

16. What is an EHC plan and who can request one for my child?

- The purpose of an EHC Plan is to make special educational provision to meet the Special Educational Needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and as he/her gets older, prepare for adulthood.
- An EHC Plan will:
 - I. detail the views and aspirations of you and your child;
 - II. give a full description of his/her Special Educational Needs and any health and social care needs;
 - III. establish outcomes for your child's progress;
 - IV. specify the provision required, and how education, health and social care will work together to meet your child's needs, and support the achievement of agreed outcomes.
- You, your child (where appropriate and aged 16 and over) and/or the school can request that the Local Authority conducts an assessment of your child's needs. If the school is making a referral, this will be done by the SEN(D)Co. This may lead to an EHC Plan.

- For full information on the EHC process please read Chapter 9 of the SEND Code of Practice 0-25. For those students with the highest level of need, it may be appropriate for the SEN(D)Co, parents or the young person themselves (if over 16) to request an Education, Health and Care (EHC) assessment.
- Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information and are consulted about the content of the plan.
- As part of the EHC assessment the School may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

17. Where can parents get support during an EHC assessment?

- Hammersmith and Fulham Information Advice Support Service

Address:

1 Craven Road
 First Floor
 Ealing
 London
 W5 2UA

Opening hours: 8am-5pm - Term time only

Tel: 0208 840 9099

E-mail: wlp@insightsesc.co.uk

Website: www.insightsesc.co.uk/parent-services/insights-information-advice-support-service-iass-for-hammersmith-fulham/

- Special Educational Needs and Disability Tribunal
 - I. Parents can appeal to the Special Educational Needs and Disability Tribunal if they disagree with the council's decisions about their child's Special Educational Needs.
 - II. For example, the council may not agree that a child needs extra support in the classroom to help them with learning difficulties.
 - III. Parents can also appeal to the tribunal if they feel that the school or council has discriminated against their disabled child.

18. How will the school fund SEND support?

- There are three-different elements of funding for schools that are relevant for students with SEND:
- Pupil-led funding: This is the basic per pupil funding that schools receive for every child whether or not they have SEN.
- Notional SEN funding: This is an identified figure within the pupil-led funding that each school receives annually. This element of funding is used to fund the special educational provision for children with school-based SEN and a proportion (£6,000) of funding for children with EHC Plans.
- 'Top up' funding for individual pupils: This funding comes from the Local Authority, as and when required and on the basis of the child's assessed needs. It is usually used to fund support for children with an EHC Plan. The expectation is that a mainstream school must provide an additional £6,000 of support for each individual child with SEN before they can access top up funding.

19. How are the school's resources allocated and matched to students' special educational needs?

- The notional SEN funding is allocated each financial year. This funding is used for a wide range of purposes that support students with SEND, such as:
- Enhancing high quality teaching: Our whole school priority is to continually improve the quality of teaching and learning for all students, including those with SEND;
- Employing specialist staff to support students with SEND, such as Teaching Assistants and other staff within the three SEN Support Centres;
- Purchasing appropriate resources such as differentiated materials for less able students or literacy materials;
- Purchasing services such as Educational Psychology or Speech Therapists;
- Paying for training for staff to ensure they are aware of the latest research and developments on a wide range of SEND;
- Providing additional support and/or resources dependent on an individual's or cohort's needs;
- Contributing the first £6,000 towards funding for students with an EHC Plan.

20. How is the support allocated to children, and how do they move between the different levels of support in school?

- Phoenix Academy receives funding that includes funds to support the learning of children with SEN and/or disabilities.
- The Trust, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children in school.
- The Executive head teacher and the SEN(D)Co discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs. This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn. See appendix for more information
- Our Expression of Concern system means that any member of staff can bring a student to the attention of the Inclusion Department, who can then assess the level of support needed.

21. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher or tutor may initially speak to you over the phone about your child's learning.
- The SEN(D)Co or an Inclusion administrator may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.
- If your child is taking part in an intervention to support their learning, you will be informed about what this intervention is and what the learning outcomes for it are.

22. Who can I contact if I have a complaint about the SEND provision made for my child?

- Initially, speak with your child's teacher and/or the SEN(D)Co, Aurora Reid. Hopefully they will be able to address your concerns. Her contact details are areid@phoenxiacademy.org.uk 020 8749 1141 extension 209
- You can then contact the Executive Head teacher, who may direct you to the school's Complaints Policy and procedure.

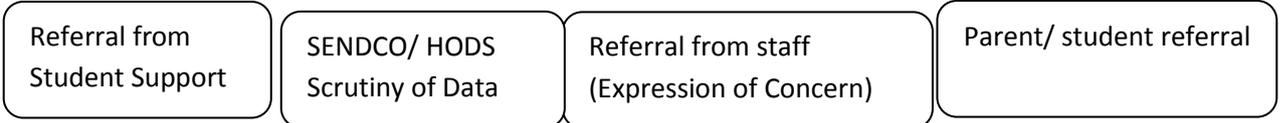
23. If I have any other questions about my child's learning while they are at Phoenix Academy, who can I ask?

At Phoenix Academy, we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:

- I. The tutor /subject teacher
 - II. The Head of Year/PSM
 - III. The SEN(D)Co
 - IV. The Executive Head teacher
 - V. The CEO, Paul Smith can be contacted for any concerns that need to be expressed to the Governing Body.
- **LINK to local offer:** <http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0>

Appendix 2 ASSESS/ PLAN: Identification of SEND/ signposting to appropriate services

Wave 1



Wave 2

Have they been in the country 2 years or less?

Literacy/ cognition/ language needs?

Within 2 weeks:

- Look in file/ contact previous school
- Work scrutiny
- Lesson observation

SEMH needs?

Within 2 weeks

- Look in file/ contact previous school
- Meeting with the student
- Lesson observation

SP needs?

- Look in file/ contact previous school
- Telephone parents-referral to GP

Refer for EAL Assessment

Wave 3

May be dyslexic?

Concerns persist?

GL Dyslexia Assessment

Depending on need

Referral to HI/ VI team

Referral to OT

No SEND concerns?

Consult parents

May have dyscalculia?

GL Dyscalculia assessment

Referral to School Counsellor

Referral to CAMHS

Communication and interaction needs?

SALT assessment

Respond to teacher with suggestions for meeting the needs in the classroom

Have further concerns?

Ed Psych assessment

Concerns relate to family? Complete Early Help Assessment (EHAS) form

Add to register as CL

Add to register as CI

Add to register as SEMH

Add to register as SP

Consult parents Add to SEND register

Create Pupil profile Allocate wave 2/3 provision (see page 2) map

DO: SEND Provision

Add to register as CL

Add to register as CI

Add to register as SEMH

Add to register as SP

Wave 1

High Quality/ Quality First Teaching

RWI Phonics
RWI Literacy and Language

Lexia
Guided reading in a small group
Spelling intervention

Catch-up numeracy
Homework club

Handwriting/ touch-typing intervention

Teaching Assistant support in-class

SALT group focusing on:

Curriculum vocabulary

Social skills

Memory/ Revision techniques

RWI Phonics
RWI Literacy and Language

Lexia
Guided reading in a small group

1:1 SALT focusing on:

Curriculum vocabulary

Social skills

Memory/ revision techniques

Commando Joe

Franklin Scholars

Mindfulness intervention

School Nurse

In school Councillor
CAMHS pathway

Handwriting/ touch-typing

Individual Risk assessment

1:1 Physio

Wave 2

Exam arrangements

Wave 3

REVIEW: Evaluating SEND Provision

Two weekly-

Teachers TAs review SEND students' progress against curriculum goals in planning meetings. These feed into TAs meeting with SENDCo.

Half Termly-

Interventions and in class support are reviewed through learning walks.

Action plan updated

Termly-

Intervention is reviewed against intervention assessment (eg Phonics assessment)

All provision is reviewed with parents and students through pupil profile meetings

Trust SEND monitoring visit with Futures head of SEND

SENDCo PM review with Executive Head teacher

SIP miles stones reviewed

SEF updated

Twice a year-

SEND student's progress and impact of intervention reviewed following data drop

Report to LGB

Annually-

Students with EHCPs provision is reviewed as part of the annual review

Parents, teachers, TAs and students views are gathered through survey