

includEd Learning

Independent Specialist Education Provider



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY AND GUIDANCE NOTES

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The Head of Centre has overall responsibility for this policy. The Head of Centre and SENCO will be contactable during school hours. They will use their best endeavours to respond within 24 hours of contact being received by the school. Please expect any responses to be made during working hours and in term time. In emergency please contact Headteacher or Deputy of school.

→ 1. Overview

The policy was developed in collaboration with staff, parents/carers and the advisory panel, to promote the Inclusive practice and approach we have in our school.

IncludEd is an Independent Specialist Trauma Informed School offering informal and inclusive learning. The setting caters for girls only and a high proportion of our students are neuro-diverse. Our staff have extensive experience working with children who are neurodiverse.

Places are accessed through the Local Authority and via partner schools. As a specialist school we accept pupils who have an Education Health Care Plan (EHCP). A SEND Support Plan is devised based on the requirements and recommendations of the EHCP. This informs the Individual Support Plan, which will be updated to Digital Individual Support Plans following the recent SEND review. Working with parents, partner schools and other professionals we work to secure the best outcomes for every child.

The school will put in place additional support, an adapted curriculum or other rigorous interventions designed to secure better progress, where required. We work within the SEND Code of Practice 2015 and advice from the recent Government White paper regarding SEND reforms. All staff at IncludEd Learning attend regular training and continuous professional development to ensure they are up to date with the latest policy and guidance and have access to SEND documentation to inform planning for a fully adapted curriculum.

At IncludEd Learning, we believe that all our pupils deserve opportunities to enjoy, achieve and develop the skills and resilience needed for their journey towards adulthood. We are a trauma informed; nurture led setting. We use the PACE approach (Playfulness Acceptance, Curiosity and Empathy) and the Zones of Regulation framework. **All** individuals are respected and encouraged to reach their full potential. We also believe that all behaviour is communication and behaviour can be a response to an underlying need that may have not been recognised or identified.

The policy, in its design and implementation, sits within the legislative framework and remit of the Equality Act, 2010; the Children and Families Act, 2014; the Special Educational Needs and Disability Regulations, 2014; and the SEND Code of Practice, 2015.

- **Equality Act, 2010**

https://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

Paragraph 3 of schedule 10 of the Equality Act, 2010

- **Children and Families Act, 2014**

https://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf

Section 69(2) of the Children and Families Act 2014.

- **The Special Educational Needs and Disability Regulations, 2014**

https://www.legislation.gov.uk/uksi/2014/1530/contents/madehttps://www.legislation.gov.uk/uksi/2014/1530/pdfs/uksi_20141530_en.pdf

- **Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations, 2014**

- **Special educational needs and disability code of practice: 0 to 25 years, January 2015**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- **Section 6 of the SEN and Disability code of practice: 0 to 25 years, 2015.**

This policy should be read in conjunction with the following IncludEd Learning Policies:

- Accessibility Plan
- Equality and Inclusion Policy
- EBSA Policy
- Behaviour and Communication Policy
- Safeguarding Policy
- Teaching and Learning Policy
- Assessment Policy
- Supporting Pupils With Medical Conditions Policy
- Children with Health Needs Policy
- Remote and Blended Learning Policy
- GDPR Policy

For SEND advice and guidance in Manchester, please see:

Manchester's Local Offer provides information about services and support available to children and young people with special educational needs/disabilities (SEND) and their families. You can view the local offer [here](#):

www.manchester.gov.uk/sendlocaloffer

Sign up to The Local Offer Newsletter [here](#):

<https://hsm.manchester.gov.uk/kb5/manchester/directory/advice.page?id=uptXtrEL9fg>

- **SENDIAS:** Independent SEND Guidance, Advice, and Support for the families of young people with special educational needs and disabilities (SEND)

[Information, Advice and Support \(IAS Manchester\) for independent SEND](#)

- Help with travel to school or college

https://www.manchester.gov.uk/info/500132/special_educational_needs/1856/travel_assistance_for_pupils_with_special_educational_needs_and_disabilities_send/2

- Home to School Transport team

[Travel assistance for young people with Education, Health and Care Plans \(EHCP\)](#)

→ 2. Aim

At IncludEd Learning we aim to:

Create an Inclusive environment that recognises all individual, education and emotional needs of our students with SEN and Disability and to provide a broad and fulfilling educational and therapeutic experience, which prepares each individual for adulthood, the work place and independent living.

Objectives:

At IncludEd Learning we will fulfil our aim through the following objectives:

- To identify and remove barriers to learning for young people who have special educational needs, disability and additional needs.
- To continue to work very closely with parents/carers and ensure that they are included and involved in their child's education; that they are invited to meetings along with health and social care professionals, partner schools and supported at home and in the community also.
- Provide a safe and secure learning environment in which pupils can make academic progress and develop independent skills and resilience.
- The opportunity for pupils to achieve accreditation through taking on various qualifications where appropriate.
- To work within the guidance provided by the SEND Code of Practice (January 2015).
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENDCO) who will work with teachers, Support Staff and other key individuals or services.
- To ensure that an inclusive environment is created and fostered where all members of the IncludEd community respect and care for each other.

→ 3. Specialist Support

SEND support at IncludEd Learning is structured in the following way:

- A whole school Special Educational Needs Co-ordinator (SENDCO).
- Reading Intervention Strategy.
- Bespoke timetable including 1 to interventions.
- Specialist staff, including specialist subject teachers, vocational tutors, teaching assistants (TAs) and qualified youth work practitioners. Teaching Assistants trained in Therapeutic activities; e.g. Talking therapies, Lego Therapy; Literacy and numeracy interventions.
- The Head of School, Noreen Khan, and Chair of Advisory panel, Dr. J.P.Karim, advocate and work closely with the SENDCO to ensure reasonable adjustments are made to the curriculum, teaching, learning and assessment opportunities and the accessibility of opportunity for all children including those with Special Educational Needs and/ or Disability (SEND).

Therapeutic activities including:

- Speech and Language Therapy
- Talking therapies
- Play therapy
- Outdoor and adventure therapy
- Animal therapy
- Holistic and self-care therapies; e.g.
- Creative (art; music; textile)

The SENDCO will:

- Lead the maintenance of Education, Health and Care plans (EHCPs);
- Coordinate and lead meetings including EHCP Annual Reviews, Team Around the Child meetings (TAC Meetings), termly parent reviews, and any multi-agency meetings when issues are related to SEND;
- Undertake SEND assessment and person-centred planning through school referral, using evidence-based assessments and approaches;
- Advise on the graduated approach to providing SEND support
- Plan, monitor and review SEND interventions and support (following assessment and advice from other professionals, based on priority needs).

- Liaise and work with educational psychologists (EP), CAMHS, SaLT, and other professionals and agencies involved with the young person;
- Liaise with families, partner schools and the Local Authority and support the work involved in statutory assessment (EHC Needs Assessment).
- Communicate and work with post-16 providers on SEND and transition support.
- Work in partnership with other educational setting and the local authority on SEND support relating to reintegration into mainstream and transition.
- Support the vocational offer and careers programme, including work place skills and Independent living.
- Provide training and resources to all IncludEd Learning staff around SEND issues in school – including briefing/ updating on new developments arising, regarding a young person's Special Educational Needs (SEND); provide on-going CPD to support all staff in meeting their duties as teachers of SEND, as outlined in the SEND Code of Practice, 2015.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Work with the Head of school and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all pupils with SEND up to date.

It is important to recognise that all our teachers are teachers of SEND and teachers of all pupils and we use reasonable adjustments to remove barriers to pupil's learning and development so they can achieve their full potential and meet their very best outcomes moving into adulthood.

→ 4. Categories of Need

The SEND Code of Practice (Jan 2015) describes 4 broad categories of need:

- Communication and Interaction – including Speech, Language and Communication Needs and Autism Spectrum Conditions.
- Cognition and Learning – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia).
- Social, Emotional and Mental Health – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medical.
- Sensory and/or Physical Needs – including hearing impairment, visual impairment, multi-sensory impairment and any physical impairments

Please see Appendix 1 for further information about Identification of additional needs.

The IncludEd Learning SEND Offer of support follows a three-tiered framework approach to differentiating levels of need, consisting of IncludEd Universal Support; IncludEd Plus Support and IncludEd Intensive Support

IncludEd Universal Support: Quality first teaching and classroom-based approaches designed for the benefit of all young people, all of the time. This is the offer for ALL students. These approaches include:

- A nurture-based approach to learning and trauma-informed practice;
- Small group classes with a high staff to young person ratio.
- Specialist staff, consisting of subject specialist teachers, qualified youth workers, support staff and TAs, including HLTAs.
- An academic curriculum which takes into account the learning needs and additional needs of all our students with alternative accreditation routes available including GCSE English Language and maths; Functional Skills Certificate Level 1 and Level 2, and Entry Level Certificates; vocational skills at KS4, which include Hair and Beauty; Animal Care; Health and Social Care; Hospitality. We provide work place opportunities, including employability skills, financial literacy and careers advice and guidance.

- Additional elements of the curriculum, including enrichment activities, textiles, art, music, sports and creative projects.
- Personal support and development programmes, including PSHE, RSE and support for the social and emotional aspects of learning.
- Individual learner plans for every young person.
- SEND Support Plans for all students with an EHCP.
- Daily well-being check -ins.
- Mentor support and half-termly progress reviews.
- Regular parental contact regarding engagement, progress and achievement.
- Exam access arrangements.

Following baseline and half termly assessments, pupils may also require further support.

IncludEd Plus Support: Part of a graduated approach. Additional school-based and external agency approaches for small groups of young people, provided on a short to medium term to address specific barriers to achievement. These approaches include;

- Specialist teaching staff, including qualified SEND teachers and subject specialist teachers with experience and knowledge of SEND intervention programmes and strategies, in addition to their subject specialisms;
- Reading, Literacy and Numeracy intervention and catch-up programmes;
- Social, emotional and mental health support, including intervention programmes and resources following nurture principles and trauma-informed practice;
- Small group interventions to develop communication and interaction skills, eg Lego therapy; Friendship Group activities; social stories and Elklan approaches with our speech language therapist.
- SEND advice, tailored resources and support to help identify underlying needs and to provide teachers with the strategies and resources to inform and implement programmes of intervention;
- SEND assessment, observation and person-centred planning.
- Exam Access Arrangements across Key Stage 4

IncludEd Learning Intensive Support: Additional school-based and external agency approaches for those young people who need further specialist support and long term educational planning due to their SEND needs. These approaches include:

- Evidence-based 1:1 SEND intervention programmes to support identified cognition and learning needs, and/ or social, emotional and mental health needs, and/ or social communication and interaction needs.
- Bespoke timetable and outreach programme.
- Specialist intervention/ input including Dyslexia screening; Irlen's screening; SpLD assessment/ intervention; SaLT assessment/ intervention;
- Support and intervention for Physical and Medical needs, including support from the Manchester Sensory Support Service and other services;
- Therapeutic interventions, following specialist recommendation.
- Educational Psychologist input and assessment.
- SaLT Team input, assessment, and support.
- Referral to APST Task Force at MSPRU, including family support, Early Help, YJS, CAMHS, EP, and SaLT.
- Referral work with providers including counselling services Remedi, 42nd Street, Eclipse.
- Multi-agency work with CAMHS, YJS, Children's Services, Virtual School (LAC), and the Manchester's SEND Team.

**Please note this list is not exhaustive.*

→ 5. Identification of Need

IncludEd Learning follows the three-tier approach to differentiating levels of need, consisting of:

Quality First Teaching: Primarily classroom-based approaches designed for the benefit of all our students, all of the time.

Formal pathway

The Formal curriculum is for pupils at IncludEd Learning who are working from Functional Skills Entry Levels 1, 2 , 3; Levels 1 and 2; GCSE English and maths and vocational skills qualifications. Pupils will follow a timetable which will include therapeutic activities and appropriate identified interventions.

Semi- formal pathway

The Semi-Formal curriculum at IncludEd Learning recognises that many of our pupils have a range of complex learning difficulties and additional needs. The curriculum is tailored to meet individual needs and much of the learning opportunities are related to pupils' experiences and interests alongside small group teaching of core subjects.

Informal pathway

The informal pathway is bespoke in activity, curriculum and timetable. Initially, it will focus on relationship building and high engagement activities. The package is highly individualised to suit pupils needs and interests. The activities and learning can take place at school, at home or off-site and the timetable is designed alongside the pupil and parent.

- ❖ Assessment on arrival establishes a baseline and identifies difficulties and gaps in learning. Quantitative and qualitative assessments are scrutinised and half-termly core subject assessment (formative and summative) monitors progress. Interventions are reviewed half termly.
- ❖ Each young person completes a Safety Plan with their key adult.
- ❖ Initial Assessments include NGRT Reading test, core subject baselines, Salford Reading Test and York Reading assessment. Lesson observations and pupil centred planning also help identify and inform where support is needed and where pupils are at risk of underachievement,
- ❖ For higher levels of need, Educational Psychologists (EP) Child and Adolescent Mental Health Services (CAMHS) and Speech and Language Therapists (SALT) are commissioned for more specialised assessments. SALT intervention is provided by our partner agency, Speechwise.

Assessing how well a young person's special educational needs are being met; whether those needs have changed/ are likely to change and what needs to happen next to further meet those needs can generally be measured, with consideration of the following key factors:

- ➔ Providing a consistent, safe nurturing environment to promote engagement and resilience.
- ➔ A closing of the attainment gap between the young person and their peers.
- ➔ Progress similar to that of peers starting from the same attainment baseline but less than that of the majority of peers.
- ➔ Improving the young person's previous rate of progress and taking account of their difficulties.
- ➔ Progress that ensures access to the relevant curriculum, which reflects each individuals' interests and aspirations.
- ➔ Progress that demonstrates an improvement in self-help; social and communication skills, work place and independent living skills.
- ➔ Progress that demonstrates improvement in confidence, self-esteem and resilience.

- Engagement in school life and learning evidenced primarily by attendance and learning engagement data.

IncludEd recognises that having special educational needs can and will often coincide with being gifted and talented in specific areas We will draw on a wide range of information to help identify Gifted and Talented learners, including:

- Quantitative data including available test data and results of teacher assessment [including KS2 SATs, CATs, Functional and Entry Level Skills; GCSE baseline assessments]
- Qualitative information, including staff assessment, young person, peer and parent/ carer nomination and examples of young people's work;
- Rate of progress, including value-added data and reference to prior attainment/ achievement;
- IncludEd will be vigilant for the 'hidden gifted'. Young people's talents and abilities emerge when they are given appropriate opportunities, but at times, learners can lack self- belief and remove themselves from these opportunities. Included Learning's gifted and talented population will be broadly representative of academic, creative and vocational areas.

We are aware that circumstances other than SEND needs may also require additional support and reasonable adjustment, such as remote and blended learning for those struggling with Emotional Based School Avoidance.

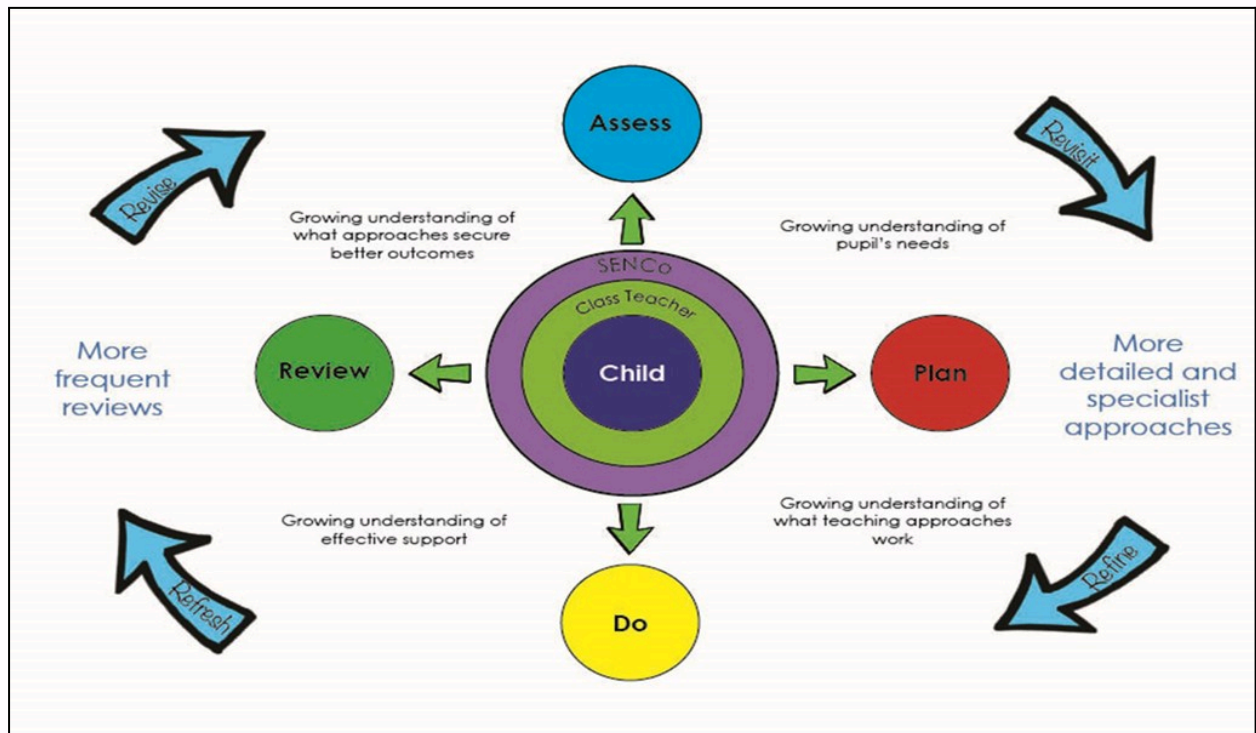
Contributing factors can include:

- Illness and bereavement
- Neurodivergence and sensory overload
- Academic demands and exam anxiety
- Difficulty identifying and managing feelings
- Social difficulties
- Trauma
- Being a Child Looked After Child
- Being a child of Serviceman/woman
- Separation anxiety

→ 6. Planning and Reviewing Support Arrangements

As the employer of staff at IncludEd Learning, the Advisory Panel recognises the statutory responsibility.

The Graduated Response



To review the level and nature of SEND and to plan support around needs, the SENDCo will use the graduated approach. This is a four part cycle which includes; assess, plan, do and review, also known as the cycle of APDR .

Assess:

Following formative and summative assessment and when the school team recognise that a student is underachieving, further information, observation and diagnostic assessment is carried out to inform future planning and development of provision. Pupil progress meetings with the senior leadership team and SENCO ensure that response to underachievement is swift and rigorous.

Pupil centred planning is also a useful tool to determine what is important to the pupil and how best we can support them.

Plan:

Once support and needs have been identified, Intervention plans for additional provision will be put in place and outcomes will be set. Pupils and parents will be involved in the planning process as much as possible. These will be evidence based interventions, which are recorded and reviewed half termly.

Do:

The strategies and interventions agreed in the plan will be implemented and progress monitored. Progress may be measured through assessment scores and/or through qualitative observations, such as attendance, engagement and emotional regulation.

Review:

The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. The SENDCo and Leadership Team will consider continuing the intervention or other professionals may be involved if more specialised support is required.

Reviewing Support

At IncludEd Learning we hold regular review meetings with parents/carers and our students. Reviews are chaired by the Head of Centre, SENDCo or the staff member best placed.

Every young person receives an informal, centre half termly review, and a formal termly review, which updates the ILP. For those placed with us by a partner school a representative from their school will also be invited.

When the review meeting is around transition; either a return to a mainstream setting, transition to a specialist provision, or into post-16 provision, any other outside agencies with close involvement, are invited to ensure the young person's needs are accommodated.

In addition to this review cycle, young people with an Education Health Care Plan [EHCP] receive an Annual Review of their EHC Plan.

The Annual Review will consider the extent to which the young person has achieved the outcomes in the EHCP and whether further action is necessary.

Further action may include setting new objectives, amending or changing provision, discontinuing the EHCP [if sufficient progress has been made or if all outcomes have been achieved], or considering whether further, additional support is necessary through agreed amendments to the original plan.

At review meetings an Individual Learning Plan [ILP] is used to review the agreed targets, strategies and any resources needed to achieve the young person's planned outcomes. A SEND Support plan is used to inform teaching staff and parents of the SEND outcomes and strategies used to meet educational needs. The staff member who knows the young person best in an educational setting will usually hold responsibility for the implementation of the ILP and the monitoring/ evaluation of progress to objectives. The SENDCo is responsible for the compiling and reviewing of the SEND Support Plan.

In drafting targets, we work to the following principles and processes:

- Targets are drawn from the priority needs, which are identified through the initial referral, the young person's ILP, baseline assessments and discussions with the young person, parents and carers.

In agreeing targets, we work to the following principles and processes:

- Parents, outside agencies and where applicable, partner schools, have access to all baseline assessments, relating to the young person's ILP.
- Parents/ carers are given opportunity to express their views alternatively or additionally, recorded using a parent voice pro-forma such as the Views of the Parent / Carer pro-forma.
- Young people are given opportunity to express their views alternatively or additionally, recorded using a student voice pro-forma such as the Views of the Child/ Young Person, or the About Me pro-forma. Weekly student voice takes place in form time and individual weekly health and well being check ins with a key mentor also occur.
- All present at the meeting may request a copy of the reviewed ILP and any relevant documentation for future reference.
- Any parties invited to the meeting who could not attend are provided with copies on request.

→ 7. Monitoring and Evaluation

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

- Recorded views of young people and parents and carers gained at review meetings etc.
- Measurable gains in attendance and engagement whilst the young person is attending IncludEd Learning. The EPOCH measure of adolescent wellbeing measures and records: Engagement; Perseverance; Optimism, Connectedness and Happiness.
- Measurable gains in the young person's performance, particularly in terms of standardised tests [achievement, social-emotional competencies] and other qualification results.
- Ongoing feedback from professionals within IncludEd and from outside agencies involved with the young people.
- Staff views and well-being audits.
- Learning walks and lesson observations promote active process of continual review.
- Department Action Plans identify strengths and difficulties in subject areas.
- School Evaluation Form and School Development Plan inform provision and staff training needs.

→ 8. Complaints

If a parent or carer has any concerns about their child the following process should support you to resolve any difficulties or concerns:

- Step 1: Contact the SENDCo to raise the concern and work together to resolve any issues;
- Step 2: If you are still unhappy, contact the Head of Centre to register your concerns and request a meeting;
- Step 3: If the school cannot resolve the concern, contact the Advisory Panel member with responsibility for SEND who will mediate with the school and yourself;
- Step 4: If you still feel that your concerns have not been resolved, contact the Local Authority SEND Officer for your child's school.

SENDIASS represent parents and liaise between parents, school and the Local Authority. Please see IncludEd Learning Complaints Policy.

→ Appendix 1 - Types of Special Educational Need

(please note these are likely to change following the SEND White Paper 2026)

IncludEd Learning recognises that there are many types of Special Educational Needs and many of our young people experience co-occurring SEND. We also recognise that many needs present on a spectrum of complexity. At IncludEd Learning we aim to meet the identified Special Educational Needs of all our young people through our graduated approach and person-centred practice.

Cognition and Learning Needs

1.1 Specific Learning Difficulty (SpLD)

Specific Learning Difficulties is an umbrella term which indicates that young people display differences across their learning. Young people with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Young people may also have problems with short-term memory, with organisational skills and with coordination. Young people with SpLD cover the whole ability range and the severity of their impairment varies widely.

Specific learning difficulties include:

Dyslexia: Young people with dyslexia may learn readily in some areas of the curriculum but have a marked and persistent difficulty in acquiring accuracy or fluency in learning to read, write and spell. Young people may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse sounds and letters in words.

Dyscalculia: Young people with dyscalculia have difficulty in acquiring mathematical skills. Young people may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Dyspraxia: Young people with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise.

Young people may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws etc.). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position.

1.2 Moderate Learning Difficulty (MLD)

Young people with moderate learning difficulties will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by usual classroom adapted teaching and the flexibilities of the National Curriculum.

Young people with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

1.3 Severe Learning Difficulty (SLD)

Young people with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills.

Young people with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some young people may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).

1.4 Profound and Multiple Learning Difficulty (PMLD)

Young people with profound and multiple learning difficulties have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment. Young people require a high level of adult support, both for their learning needs and for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps.

Some young people communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the pre-key stage standards (2020) (below the attainment expectations of the National Curriculum).

Social, Emotional and Mental Health Needs

2.1 Social, Emotional and Mental Health Needs

Young people with behavioural, emotional and social difficulties cover the full range of ability and continuum of severity. Their social, emotional and/ or mental health needs are persistent and present a barrier to their engagement and learning. They may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, have immature social skills or present challenging behaviours.

Young people with a range of difficulties, including emotional disorders such as depression and eating disorders; conduct disorders such as oppositional defiance order (ODD); hyperkinetic disorders including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ ADHD); and syndromes such as Tourette's, should be recorded as SEMH if additional or different educational arrangements are being made to support them.

Communication and Interaction Needs

3.1 Speech, Language and Communication Needs (SLCN)

Young people with speech, language and communication needs cover the whole ability range. Young people with SLCN may have difficulty in understanding and or making others understand information conveyed through spoken language. Their acquisition of speech and their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible. Young people with language impairments find it hard to understand and/ or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas. They may also hear or see a word but not be able to understand its meaning or have trouble getting others to understand what they are trying to say.

3.2 Autistic Spectrum Disorder (ASD)

Young people with Autistic Spectrum Disorder cover the full range of ability and the severity of their impairment varies widely. Some pupils may also have learning difficulties or other difficulties, making identification difficult. ASD recognises that there are a number of sub-groups within the spectrum of autism. Young people with ASD find it difficult to:

- Understand and use non-verbal and verbal communication;
- Understand social behaviour – which affects their ability to interact with other young people and adults think and behave flexibly – which may be shown in restricted, obsessional or repetitive activities.

Young people with Asperger's Syndrome should be recorded in this category. These young people share the same impairments but have higher intellectual abilities although their language development is different from other young people with autism.

Physical, Mental and/ or Sensory Needs

4.1 Visual Impairment (VI)

Visual impairment refers to a range of difficulties from partial sight through to blindness. Young people with visual impairments cover the whole ability range. For educational purposes, a pupil is considered to be VI if they require adaptations to their environment or specific adapted teaching in order to access the curriculum.

4.2 Hearing Impairment (HI)

Young people with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, young people are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/ or particular teaching strategies in order to access the concepts and language of the curriculum.

4.3 Multi-Sensory Impairment (MSI)

Young people with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deaf blind but may have some residual sight and/ or hearing.

Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities. Young people should only be recorded as MSI if their sensory impairment is their greatest need.

4.4 Physical Disability (PD)

There is a wide range of physical disabilities and young people cover the whole ability range. Some young people are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. Similarly a medical diagnosis does not necessarily mean that a pupil has SEND. It depends on the impact the condition has on their educational needs.

Appendix 2: Matching Provision to Need – Graduated Approach

Formal pathway:	Semi-formal pathway :	Informal pathway:
• Nurture-based setting (SEMH) • Small class groups; high staff to student ratio (SEMH) • In-class support (every lesson/ session) (All SEND) • Use of visual timetables and resources. • Specialist staff: subject specialist teachers; qualified youth workers, support staff and LSAs • Staff modelling for behaviour and learning • Quality First teaching • Adapted curriculum (All SEND) • Chunking instructions/ breaking down instructions and processes; Chunking texts/ learning tasks (C&I/ C&L/ SEMH/ SLCN/ SpLD) • Pre-teaching and overlearning skills and vocabulary (C&I/ C&L/ SEMH/ SLCN/ SpLD) • Adapted academic KS3 curriculum (C&L/ SpLD) • Academic KS3 curriculum and pathway • KS4 Access to alternative accreditation/ qualifications (C&I/ C&L/ SEMH/ SLCN) • Adapting Teaching toolkits inc. visuals; VCOP; learning mats; word walls; scaffolds and writing frames; chunking; and time-limited activities (C&I/ C&L/SEMH/SLCN/SpLD)	• Individual SEND Support Plan (Reviewed) (All SEND) • Literacy intervention and catch-up programmes (spelling, (SNIP) comprehension, handwriting) (Intervention group) (C&L/ SpLD) • Reading intervention and catch-up programmes (intervention group) (C&L/ SpLD) • Numeracy intervention & catch-up programmes (Intervention group) (C&L/ SpLD) • Precision teaching/ approaches (to address curriculum gaps/ to develop vocabulary) (C&L/ SpLD) • Use of visual timetables/ symbols/ visual aids to support learning and behaviour (C&I/ SEMH/ SLCN) • Task boards/ tick sheets in lesson to support organisation and independence (All SEND) • Use of prompting & reinforcement strategies to support communication (inc. PECS) (C&I SEMH/ SLCN) • Use of social stories/ scripts/ talking mats/ comic strip conversations to support understanding (C&I SEMH) • Communication and Interaction Group Activity (SLCN)	• Bespoke individual timetable. • 1 to 1 support worker. • Off-site activities • Home /school outreach programme and EOTAS • 1:1 Active/ Guided reading intervention programmes (C&L/ SpLD) • Further SPLD assessment • 1:1 structured intervention programmes including dyslexia, dyscalculia; dyspraxia (C&I/ C&L/ SpLD/SALT) • EP support for further cognitive assessment (C&L and SEMH) • Boxhall Profile (C&I/ SEMH) • 1:1 CBT-based intervention programmes (based on priority need) (C&I/ SEMH) • CAMHS Referral/ Support (C&I/ SEMH) • Counselling Referral/ Support (inc. 42nd Street/ Remedi/ Eclypse) (SEMH) • SaLT Referral/ Support (C&I/ SLCN) • OT Referral/ Support (C&I/ P&M/ SEMH/ SLCN) • Assistive technologies training & resources (C&I/ P&M/ SLCN) • Travel training & route planning (C&I/ P&M/ SEMH) • Transport support (C&I/ P&M/ SLCN/ SEMH) • Motor skills programme (P&M) • VI/ HI specialist input (P&M) • Lego Therapy (C&I/ SEMH/ SLCN)

• Using different modalities to present teaching/ providing alternative ways to record learning (C&I/ C&L/ SEMH/ SLCN/ SpLD) • Practical and kinaesthetic learning opportunities (All SEND) • Personal support and development programmes (All SEND) • Additional elements of the curriculum; sports, outdoor pursuits and creative projects; enrichment activities (All SEND) • Individual learner profile (All SEND) • Key worker/ named mentor support (All SEND) • Personal safety sessions (SEMH/ C&I) • My Health, My School Survey. • Therapeutic activities, which include: art, textiles, music and animal therapy. • Preparation for adulthood/ independence sessions (safety; travel; finance; healthy lifestyle – exercise and diet) (All SEND) • Regular reviews (half-termly) inc. progress to targets; meeting needs (All SEND) • Additional Careers input and support (All SEND)	• Anxiety curve/ Five point scale/ Positive self-talk scripts (C&I/ SEMH/ SLCN) • Access to assistive technologies (alternative to scribe reliance) (C&L/ P&M/ SpLD) • Pen – pencil grips/ Sloping boards (P&M) • Coloured overlays/ reading rulers (P&M/ SpLD) • Time-out/ access to low-stimulus space to work/ area (C&I/ SEMH) • Managing Change intervention programmes inc. managing emotions and anxiety (C&I/ SEMH) • Exam Access Arrangements in place: Reader; and/ or Scribe; and/ or Extra Time etc. (C&L)	• Individual sessions for bespoke Art/ Drama/ Music Therapy (C&I/ SEMH/ SLCN)
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Glossary of Abbreviations:

SEND:	Special Education Needs and Disabilities.
Cognition & Learning.	
PMLD:	Profound multiple learning difficulties.
SLD:	Severe learning difficulties.
MLD:	Moderate learning difficulties
SpLD:	Specific learning difficulties.
Sensory and Physical.	
VI:	Visual Impairment.
HI:	Hearing Impairment.
MSI:	Multi-sensory Impairment.
PD:	Physical Disability

Communication and Interaction.	
SLCN:	Speech Language and Communication Need
<u>ASD</u> :	Autism Spectrum Disorder.
ACE:	Adverse Childhood Experiences
PECS	Picture Exchange Communication System
SEMH:	Social Emotional Mental Health
EBSA	Emotional Based School Avoidance.
ADHD:	Attention Deficit (Hyperactivity) Disorder.
Documents and meetings	
SSP	SEND Support Plan
ILP	Individual Learning Plan

SENDCo	Special Education Needs Coordinator:
TAC	Team around the Child
:EHCP	Education Health Care Plan
EP	Educational Psychologist
TA:	Teaching Assistant.
OT	Occupational Therapy
CAMHS	Child and Adolescent Mental Health Service
YJS	Youth Justice Service
SaLT:	Speech and Language Therapist.
SLT:	Senior Leadership Team.
APDR	Assess, Plan, Do, Review