

# Shoeburyness High School

A member of Southend East Community Academy Trust



## **SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY**

**Revised May 2018**

Status	:	Statutory
Next revision due	:	May 2019
Reviewed and monitor by	:	SENCO
Approved by	:	Local Governing Body
Signed by Chair of Local Governing Body	:	

## Introduction

This policy has been formulated with regard to the 2014 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014. It was written by the Learning Support Team in consultation with the school community, including the school governors. Further information on the SEN Information Report can be found on the school website [www.shoeburynesshigh.co.uk](http://www.shoeburynesshigh.co.uk) under "About Us" and then under the "Information and Guidance" Section and on the Southend Borough Council website.

## 1. Objectives of the Policy

### Our Vision

Our vision is to enable all our students to become autonomous, confident and happy individuals to learn independently so they can reach their full potential, whatever their ability and be proud of their achievements.

### Inclusion statement

Our Special Educational Needs and Disabilities (SEND) policy reinforces inclusive teaching which is to reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4>

To promote inclusion:

- We set suitable learning challenges
- We respond to our students diverse needs
- We endeavour to overcome potential barriers to learning for our students.
- We seek to promote equality of opportunity between disabled and non-disabled students.
- We put into place strategies to reduce the risk of exclusion of our students.

### Our Aims

The aims of our special educational needs and disability policy and practice in this school are to:

- Promote inclusion and meet our students' needs within a mainstream setting
- Identify special needs/disabilities early and give early support
- Seek the views of the students and take the students' views into account
- Offer all students with special educational needs and/or disabilities full access to the national curriculum
- Make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.

- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
- Ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- Use good and best practice when devising interventions
- Take account of parents’ views and promote partnership with parents
- Monitor and review the students’ needs regularly
- Work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Raise our students’ self-confidence and promote independent learning
- Maximise our students’ opportunities to reach their potential

### **What are special educational needs (SEN) or a disability?**

At Shoeburyness High School we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**Special educational needs (SEN)** - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

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

Special educational provision means educational or training provision that is ***additional to, or different from***, that made generally for others of the same age in a mainstream setting in England

**Disability** - Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...*a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*’. Long term is defined as a year or more. Substantial is defined as ‘more than minor or trivial’ This definition

includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **Areas of Special Educational Needs**

Four broad areas of need are described in the SEN code of Practice (2014):

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

Some children will have a range of needs that cover more than one of these categories and their needs may change over time.

Please see appendix 1 for information on Shoeburyness High School's provision for the four areas of need.

### **Children who have English as an Additional Language (EAL)**

Students who have English as an Additional Language are not classified as having Special Educational Needs. Their progress is carefully monitored however, to ensure that any problems that do arise are due to having Special Educational Needs and not a lack of competence in English. It will be necessary to assess their proficiency in English before planning any additional support that may be required. (Please see EAL policy)

## **2. Responsibility for co-ordination of SEN**

The Special Educational Needs Coordinator (SENCO) is Hilary Gover who leads a team of Learning Support Assistants. Ms Gover is assisted in her role by the Assistant SENCO, Mrs D Smith. The Department is known as the Learning Support Department.

Ms H Gover can be contacted on:  
01702 292286 Ext 126 or email:  
[hilarygover@shoeburyness.southend.sch.uk](mailto:hilarygover@shoeburyness.southend.sch.uk)

or her assistant  
Mrs D Smith can be contacted on:  
01702 292286 Ext 125 or email:  
[donnasmith@shoeburyness.southend.sch.uk](mailto:donnasmith@shoeburyness.southend.sch.uk)

The Lead Governor for SEN can be contacted via  
[schooloffice@shoeburyness.southend.sch.uk](mailto:schooloffice@shoeburyness.southend.sch.uk)

### **3. Arrangements for co-ordinating SEN provision**

We believe that meeting Special Educational Needs is a whole school issue. All teachers are teachers of children with SEN. The Head Teacher and the Governing body have overall responsibility for Special Educational Needs.

#### **Role of Governing Body**

The governing body:

- Is responsible for ensuring that the SEN and Disability reforms are implemented in its school - the Head Teacher is responsible for day to day delivery of the reforms.
- Must ensure the school has suitable arrangement for consulting with parents.
- Is responsible for ensuring the school publish information on its websites about the implementation of the governing body's policy for pupils with SEN and the SEN/D Information Report
- Is responsible for ensuring the school is fulfilling its legal duties in ensuring there is a qualified teacher designated as SENCO.
- Must ensure the school is cooperating with the local authority including in developing the local offer and when the school is being named in an Education Health and Care plan (EHC Plan).
- Must ensure that arrangements are in place in the school to support pupils with medical conditions.
- Must ensure the school publishes information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

#### **Role of Special Educational Needs Coordinator (SENCO)**

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC Plans. *(2014 SEN Code of Practice)*

The SENCO provides professional guidance to colleagues and works closely with staff, parents and other agencies.

The key responsibilities of the SENCO includes:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN.

- Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- The writing of Individual Support Plans or Provision Maps with the collaboration of Learning Support Assistants, teachers, parents and child where required.
- Overseeing the identification and support for children who have English as an Additional Language with the collaboration of the EAL Coordinator and Learning Support Assistants.
- Holding weekly meetings with the LSAs.
- Maintaining and updating the school's Special Educational Needs register.
- Establishing good relationships with parents and students.
- Liaising with and obtaining information from the SENCOs of the feeder Primary Schools.
- Sharing good practice by liaising with SENCOs within the borough and nationally.

### **Role of Learning Support Assistants:**

- Having high expectations for all children including those with SEN and/or disabilities.
- Foster the participation of pupils in the academic and social processes of the school.
- Enable pupils to become independent learners.
- Help to raise standards of learning for pupils.
- Encouraging the inclusion of the pupil in the mainstream environment as far as possible.
- Helping with care and support of pupils.
- Providing support for learning activities.
- Providing support for colleagues.
- Work under the direction of the SENCO.
- Establish good relationships with students and parents.
- Working with parents.
- In-class support of students.
- Contribute to general class differentiation by supporting students who do not have Special Educational Needs.
- Contribute to the writing and review of Individual Support Plans or Provision Maps

- Inform colleagues of resources, share skills and assist in the training of colleagues.
- Carry out language programmes for children who have English as an Additional Language under the direction of the EAL Coordinator.
- Advise other Learning Support Assistants.
- Feedback to teachers to inform their planning.
- Meet weekly with the SENCO.
- Attend review meetings for students with statements/EHC plans.
- Assist in identifying, monitoring progress of students with SEN.
- Organise and run particular intervention programmes e.g. LEXIA, spelling intervention, Social and Emotional programmes, speech and language programmes.
- Plan and carry out transition programmes including visiting primary schools.
- Carry out certain medical procedures after training by health professionals.
- Carry out physiotherapy following appropriate training.
- Support in exams and provide access arrangements.
- Lead by example.
- Promote the self-esteem of the students by encouraging them not to give up, giving positive and specific praise, breaking down and simplify tasks.
- To be imaginative and creative in the ways we support students.

### **Role of Teachers**

The subject teachers are responsible for identifying children with Special Educational Needs and informing the SENCO and monitoring progress. They endeavour to teach **inclusively** by:

- Having high expectations for all children including those with SEN and/or disabilities.
- Using Quality First Teaching to support the learning of all children including those with SEN and/or disabilities.
- Having an awareness of the students with SEN in their class and their needs.
- If there are concerns about progress, assess and employ strategies to narrow the gap. If progress is still not adequate, evidence should be collated and SEN support should be considered and the SENCO consulted.
- Setting suitable learning challenges to enhance our students' potential without causing frustration.
- Using teaching strategies that are flexible, creative and imaginative to respond to diverse needs.
- Differentiate the curriculum to remove barriers to learning.
- Seek advice from the Learning Support Department and employ suggested strategies.
- Promote equality of opportunity between disabled and non-disabled students.

- Use strategies to reduce the risk of exclusion.
- Making good use of LSA support, making them an integral part of the lesson.

#### **4. Admissions**

Our admissions policy does not discriminate against children with Special Educational Needs, disabilities or behavioural problems. We do not exclude students because of their disability.

All children with SEND but without an Education, Health and Care Plan (EHC Plan) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents and outside agencies if required, to make the provision required to meet the SEND of students at this school.

For children with an EHC Plan, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person; or
- The attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHC Plan, the local authority will send our school a copy of the EHC Plan and then consider our comments very carefully before a final decision on placement is made.

#### **5. What specialist services are available at the school?**

The school has a Learning Resource Base (LRB), which is for students with Physical and Neurological Impairments (PNI) and learning needs. The Local Authority's SEN Panel will consider students, with an EHC plan, for admission to the Learning Resource Base and will take into account of the following criteria:

- Progress will be limited and cross most areas of development.
- They are likely to have a significant learning disability.
- They may have significant needs with self-help, personal care and independence skills.
- They may have medical, sensory or physical needs.

- They may have significant nursing needs associated with their physical disability or medical conditions. They may require, for example gastrostomy feeds, catheterisation or tracheotomy care, intensive daily health care input.
- Students may have deteriorating and life-limiting medical and physical conditions requiring considerable physical and emotional support for themselves and their families.
- Students may require assistance in relation to their mobility needs, having a low level of independence of mobility; others may develop independence of mobility e.g. through the use of electric wheelchairs.

## **6. Facilities for pupils with special educational needs**

To meet the needs of our visually impaired students we have a team LSAs supported by the Local Authority's Sensory Advisory Service, Visual Impairment Department.

We have learning support assistants who are trained to administer gastrostomy feeding. A gastrostomy is a surgical opening through the abdomen into the stomach. A feeding device is inserted through this opening allowing the child to be fed directly into their stomach. The staff liaise closely with parents and health professionals.

Some of our students require physiotherapy and learning support assistants have been trained by physiotherapists to deliver this. Specialist equipment has been purchased as required.

We have a well-equipped sensory room built with funding from a local charity.

### **How accessible is the school environment?**

Disabled parking spots marked and located in carpark near to the school reception.

We have toilets adapted for students and visitors with disabilities including a closomat toilet.

Some stairs, steps and ramps have edgings of a contrasting colour. Edging steps in a contrasting colour indicates where there is a change in level.

All windows have restrictors therefore, any windows which open out onto walkways do not present a hazard.

Our Accessibility Plan (statutory requirement) is updated annually and describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and is available via the school website.

## **How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

## **Information about the school's policies for the identification, assessment and provision for pupils with special educational needs.**

### **7. Allocation of Resources**

The school receives funding to respond to the needs of students with SEND from a number of sources that includes:

- A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Student Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.
- The Student Premium funding provides additional funding for students who are claiming or have claimed Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
- Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The local authority provides additional top-up funding.

## **How is the decision made about how much support each child will receive?**

- For students with SEN but without an EHC plan, the decision regarding the support provided will be recorded on the students' plans. The decision is based on the type and amount of intervention required by the student to meet his or her needs.
- For students with an EHC Plan, this decision has been made by the Local authority.

### **8. Identification and review of pupils needs**

#### **How does our school know if children need extra help?**

We have a rigorous whole school tracking of attainment outcomes which identifies lack of expected levels of progress. All teachers are responsible for identifying students with SEN. Early identification is a priority. To identify SEN children subject teachers, and Cross Phase Progress Leaders (CPPLs)

carefully monitor and assess the students' progress to identify any who are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap (Code of Practice 6:17).

Slow progress and low attainment does not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN.

The SENCO obtains information about students with special educational needs by communicating with the SENCOs of the primary feeder schools.

Screening tests such as Group Reading Tests and Group Spelling test also identify students who may require support with their literacy skills on entry.

Each curriculum area will do baseline assessments on entry to indicate gaps in knowledge and/or skills.

Concerns may be raised by parents/carers, external agencies, teachers, learning support assistants or the student's previous school, regarding a student's level of progress or inclusion.

Students may ask for help.

Observation of the student may indicate that they have additional needs in one or more of the four broad areas of need.

### **Assessment and screening tools include:**

- Performance monitored by subject teachers' observations and ongoing assessments.
- Termly teacher assessments
- Suffolk Group Reading test administered annually to Key stage 3 Any student with a standardised score of 85 or below will be offered intervention.
- Vernon Group Spelling test administered annually to Key stage 3, Any student with a standardised score of 85 or below will be offered intervention.
- Information from Parents.
- Information from any staff member.
- Information from outside agencies e.g. Health Service, Educational Psychologist or Social Services.

- Information from SENCOs and other staff of Primary feeder Schools.
- British Picture Vocabulary Scale.
- The SENCO and Assistant SENCO obtain information by attending some Annual Reviews for students with EHCPs in years 5 and 6.
- Any student new to the school that is referred to the Learning Support Department will have a reading test and spelling test administered.
- Observation.
- The Boxall Profile

Any child who displays significant difficulties in sensory areas, speech and language, behaviour, learning, physical will be referred to outside agencies if needed with parental consent. An) Early Help Family Support Assessment (EHFSA) may be completed for referral to some outside agencies.

### **What should a parent do if it thinks their child may have special educational needs?**

If parents have concerns relating to their child's learning then please initially discuss these with your child's Cross Phase Progress Leader (CPPL). This then may result in a referral to the school SENCO, Ms Hilary Gover.

Parents may also contact the SENCO directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

### **How will the school support a child with SEND?**

Students with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in schools and increase their access to the curriculum.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We endeavour to provide all students with Quality First Teaching that is differentiated to meet the diverse needs of all learners. Aspects of Quality First Teaching includes supporting independent learning; promoting pupil talk; individually and in groups, questioning, modeling explaining, ensuring pupil engagement and making high demands of their involvement, making reasonable adjustments and SEN provision in lessons.

The quality of classroom teaching provided to students with SEND is monitored through a number of processes that includes:

- Classroom observation by the senior leadership team.
- Classroom observation by the SENCO.

- Ongoing assessment of progress made by students.
- Work sampling and scrutiny of planning to ensure effective matching of work to student need.
- Teacher meetings and training sessions with the SENCO to provide advice and guidance on meeting the needs of students with SEND.
- Student and parent feedback on the quality and effectiveness of interventions provided.
- Attendance and behaviour records.

All students have individual target minimum grades and challenging targets to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

## **SEN support**

Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. Teachers and the Head of Department may decide on additional action to increase the rate of progress. Where it is decided that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require **SEN support** and their partnership sought in order to improve attainments.

Shoeburyness High School uses an 'Assess, Plan, Do and Review model:

**Assess:** If the student's rate of progress continues to be a concern then advice and support may be sought from the SENCO and the team of LSAs. The SENCO and team of LSAs may use further assessment and/or observations to identify specific needs and inform provision. Examples include working memory testing, phonic screens and expressive/receptive language tests.

**Plan:** If review of the action taken indicates that "*additional to and different from*" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence based interventions identified and recorded

**Do:** Interventions will be implemented by the subject teachers and if required by LSAs. The SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes.

**Review:** Progress towards these outcomes will be tracked and reviewed with the student and with parents at parents evenings

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies.

### **Education, Health and Care Plan (EHC Plan).**

For a very small percentage of students, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request may be made to the local authority to conduct an assessment of education, health and care needs. The request may or may not result in an Education, Health and Care Plan being provided.

Over a 3-year period those students with a statement of educational needs have had their statements converted to an Education, Health and Care Plan. All statements must be converted to EHC Plans by 1 April 2018. All students in Shoeburyness High School who formerly had statements now have EHCPs.

### **Individual Support Plans and Provision Maps**

We recognise that all our students need to be involved in making decisions, allowed to express their opinions and have their views valued and taken into account. Staff actively listen, give information and support so that our students can indicate their views, express their feelings and be involved in decision making as much as possible. Their views are recorded on the provision map. Every child is involved in their own setting of outcomes. Outcomes, difficulties and method of intervention are discussed with the student and are recorded on the Individual Support Plan.

Both Individual Support Plans (ISP) and Provision Maps are used to record the Assess, Plan, Do, Review cycle. Information gained from meeting with the child and parent/carer is used to devise the Individual Support Plans and Provision Maps which contains the following:

- The student's views about what they find difficult and what strategies they find helpful.
- Information from parents and their views.
- Standardised reading and spelling scores GCSE grades to measure progress.
- Quality First Teaching strategies to enable access to the curriculum and school day.
- Any interventions in place.
- Any Access Arrangements for exams.
- Outside agency involvement.

ISPs/Provison maps are shared with parents at Parents' evenings and a copy is sent to parents/carers. If parents/carers are unable to attend, they can ask for an alternative date to discuss the ISP/provision map. In all instances the ISPs will be devised with the involvement of the student.

## **Learning support Assistants.**

LSAs are attached to Departments to enhance their effectiveness and improve communication between LSAs, teachers and students. The LSAs inform teachers of students who have SEN and give advice regarding appropriate strategies. They support in class and may provide 'catch-up' sessions in their subject area.

The LSAs have been organised into 'intervention teams' headed by a key LSA whose role is to train the team members, organise and monitor interventions and oversee records. The teams provide 1:1 or small group 20 to 50 minute sessions weekly or fortnightly. The intervention teams include:

- Reading
- Spelling
- Self esteem/emotional literacy,
- Speech and Language/Social Use of Language
- English as an Additional Language
- LEXIA (computer programme to enhance reading and spelling skills)
- Personal care and physiotherapy.
- Cogmed (computer programme to improve working memory).

Provision also includes:

- Good and best practice when devising interventions (SENCO cluster meetings etc).
- Multi-disciplinary approach Learning Support Assistant, teachers, SENCO, student, parents and outside agencies (where appropriate) are involved in devising intervention for students with Education Health and Care Plans.
- Meetings with students to discuss their problems, interventions and strategies they would like teachers to employ. This information is recorded and emailed to teachers.
- All children with EHC Plans are offered full access to the National Curriculum – Their targets are based on aims of National Curriculum and/or P-scales. However, wherever possible, the targets are chosen by the student.
- Specialist resources.
- Access arrangements for Key Stage 4 and 5 exams.
- Staff Training on supporting children with Special Educational Needs/Disabilities.
- Support in PE if required.

Please see Appendix 1 for information on Shoeburyness High School's provision for the four areas of need.

**What support will there be for children's overall well-being?**

Shoeburyness High School offers a wide variety of pastoral support for students. These include:

- A strong Pastoral Team headed by an Assistant Head Teacher. The team includes Year Managers who are attached to year groups. They remain attached to their year group from when they join us in year 7 until year 11. There is also a Year Manager for years 12 and 13.
- An evaluated Personal, Social, Health and Economic curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Lunchtime and break time clubs are available.
- In-house school counsellors.
- Student and Parent Voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group and 1:1 evidence-led interventions to support student's well-being are delivered to targeted students and groups. The aim is to support improved interaction skills, emotional resilience and well-being.
- Students who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained Healthy School status which evidences the work undertaken within the school to support students' well-being and mental health.
- We have a zero-tolerance to bullying.

## **9. Access to the curriculum, information and associated services**

### **How will the curriculum be matched to each child's needs?**

Teachers plan using students' achievement levels, differentiating tasks to ensure progress for every student in the classroom.

When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCO and/or external specialists.

In addition if it is considered appropriate, students may be provided with specialised equipment or resources and/or additional adult help. Additional adult help includes co-teachers, learning mentors and Learning Support Assistants.

We have academic pathways delivering differentiated curriculums to meet the needs of our students. They include the Excel Pathway and the Achievement/Foundation Pathway.

**The Excel Pathway** covers years 7, 8 and 9 and is for pupils who work better in a more kinaesthetic environment. We do also have pupils that benefit from the setting who have different learning styles but need a more differentiated curriculum.

All classes are fairly small catering for approximately 16 pupils and are staffed with both an Excel Teacher who delivers a differentiated curriculum consisting of English, Maths, SCOPE, History, Geography and R.E. as well as additional subjects\* (see below) and a Classroom Manager. Pupils will be taught other subjects such as Science, Technology, ICT and Creative and expressive Arts by subject teachers.

The Classroom Manager is the Learning tutor for their groups and also supports them in all of their lessons with other teachers to maintain consistency and expectation across the curriculum. There is a diverse ability within the pathway and pupils are not placed based on ability but by learning style.

The pupils within this pathway benefit from having additional lessons such as \*Forest School (outdoor learning), for social interaction and Double Club which is a literacy and numeracy intervention catered to the pupils' interests e.g. Football or cooking

**The Achievement Pathway** covers Years 7, 8 and 9. Each class is staffed with a teacher who delivers a differentiated curriculum consisting of English, Maths and Humanities subjects and two Learning Support Assistants who support students according to their needs. Students are taught other subjects (Science, Technology, ICT, Creative and Expressive Arts and PE) by subject teachers. In addition, each Year Group will participate in Forest School sessions. This an outdoor learning lesson which develops social interaction and confidence which in turn supports students to progress across the curriculum. In Year 7, the groups are streamed according to ability. The students who can work with more independence, year 7 Achievement Plus, are taught by a wider range of teachers, with a view to transitioning students in the Success Pathway throughout Year 7. The Achievement pathway teachers focus on literacy skills with these students, to support their potential move across to the Success Pathway.

The students receive personalised learning which supports them in a way which will help them reach their full potential, regardless of their starting point. Students' needs are diverse and these needs are supported through the use of

information from KS2 in conjunction with testing, to produce an Individual Support plan for each pupil. This plan provides information to all staff on needs, including interventions and support required in class. Students are praised and rewarded when they achieve, which raises confidence and self-esteem and in turn the desire to continue to succeed. Staff organise enrichment activities, including days out and competitions, to further enhance the students' learning experience.

All our staff will endeavour to promote a calm, nurturing atmosphere which enables students to feel safe and cared for, leading to progress in their learning.

**Foundation Pathway** covers year 10 and 11.

When students reach Year 10 they will embark upon a different journey known as the Foundation Learning Tier. Students have a Foundation teacher who they become familiar with as well as LSA support in class. Classes are small, with a maximum of approximately 16 pupils. This teacher delivers a 2 year course comprising of English and Maths Functional skills. In addition, a range of additional qualifications will be offered, dependent on the cohort, including Entry Level Certificates and BTECs, such as Art, History and Work Skills.

Students will take Entry Level and Level 1 qualifications in Years 10 and 11 and may have the opportunity to access some GCSEs, where appropriate.

Qualifications in DT, PE and Science are delivered to students by subject teachers from those departments. We aim to personalise learning in order to engage students and to ensure they fulfil their individual potential.

## **10. Inclusion of pupils with SEN**

The Equality Act 2010 sets out the legal obligations that schools:

- **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people; and
- **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

We believe in a “*society where all disabled people can participate fully as equal citizens.*” (Disability Rights Commission). Our school endeavours to provide the best possible access to students with disabilities. We try to ensure that our policies, practices and procedures do not discriminate against disabled children so that disabled children do not have *less favourable treatment*. We make *adjustments*, adapting our teaching strategies and finding alternative ways of imparting education to overcome physical features that may place a disabled child at a disadvantage. We will ensure that any disabled child has full access to education and associated services including extra-curricular activities and school trips.

## **Students with medical needs. (Statutory duty under the Children and Families Act)**

- We endeavour to support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- Students with medical needs will be provided with a Health Care Plan.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting students at school with medical conditions* (DfE) 2014.
- Please see the School's medical policy for further information.

## **11. Working in partnership with parents**

### **How will parents know how their child is doing?**

Attainments towards identified outcomes will be shared with parents during review meetings, through the school reporting system and Parents' Evenings. It is planned that parents will be able to access information about progress towards identified outcomes via the 'My Child at School' portal.

Parents may also find the Planner (home-school diary) a useful tool to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with their Child's Year Manager at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

### **How will parents be helped to support their child's learning?**

Please look at the school website: [www.shoeburynesshigh.co.uk](http://www.shoeburynesshigh.co.uk)

Also look at the following websites:

- Southend's Information Point and Directory of Services for Adults, Children and Families (SHIP)
- Southend's Local Offer

The subject teacher or SENCO may also suggest additional ways of supporting your child's learning.

If you have ideas what you would like to have access to in order to further support your child's learning, please contact the Cross Phase Progress Leaders (CPPLs) or the SENCO.

### **How will I be involved in discussions about and planning for my child's education?**

This will be through:

- Discussions with teachers, CPPLs or SENCO.
- During parents' evenings.
- Meetings with support and external agencies.

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's Learning Tutor.
- Your child's CPPL or if it is a welfare/pastoral issue please contact your child's year manager.
- The SENCO.

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting Students' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

### **Support services for parents of students with SEN include:**

**Southend's Information, Advice and Support Service (IASS)** - formerly Parent Partnership Service (PPS) is a statutory service offering independent advice and support to parents and carers of all children and young people with SEND.

The service can be contacted via: [iass@southend.gov.uk](mailto:iass@southend.gov.uk)

Website:

<http://www.southendinfopoint.org/kb5/southendonsea/fsd/service.page?id=a99zvPZHUI>

[http://www.southend.gov.uk/info/200171/children\\_and\\_families/275/childcare/3](http://www.southend.gov.uk/info/200171/children_and_families/275/childcare/3)

**Independent Support Service** - Parents whose children are being assessed for an EHC Plan can access the Independent Support Service whose aim is to provide guidance to parents regarding the EHC Plan process. The local contact is Shelley Johnson.

Website:

[http://www.scope.org.uk/Support/services-directory/Independent-Support-Service-\(SEN\),-Southend](http://www.scope.org.uk/Support/services-directory/Independent-Support-Service-(SEN),-Southend)

**Local Offer** - Southend's SHIP directory, The Local Authority's Local Offer, provides information and a directory of services for Adults, Children and Families it includes information on mediation and conflict resolution services.

Our SEN Information report can be found on the website as part of the local offer.

Website:

<http://www.southendinfopoint.org/kb5/southendonseafsd/landing.page>

## **12. Evaluating the success of provision for pupils with special educational needs**

The Governing Body will report annually on the success of the policy. We evaluate our Special Educational Needs provision by assessing how our objectives have been met.

## **13. Complaints procedure**

Please refer to the school's Complaints Policy for more information. Within school, the procedure has three stages, which must begin with the informal stage:

- **Informal:** most concerns are easily resolved informally by discussion with staff at the relevant Academy or with the CEO or Chair of Trustees if the concern is raised about MAT management; more difficult or complex concerns may take more than one discussion.
- **Formal complaint to the Headteacher of the member Academy or local governing body:** if you are unable to resolve the complaint you should write to the Headteacher of the appropriate Academy detailing your complaint. If you are unable to resolve this, you can make a formal complaint to the local governing body (LGB) of that Academy.
- **Formal complaint to the CEO of SECAT:** After careful attempts have been made to resolve the matter informally or formally with the relevant Headteacher or LGB a complaint can be made in writing to the CEO of SECAT. If you are still unable to resolve the issue you can make a formal complaint to the Chair of SECAT trustees.

Parents and carers who are unhappy with the Local Authority or school responses to their child's SEND, may seek mediation from the [SEN Mediation and Disagreement Resolution Services](#). This is available to parents of children with special educational needs and to young people with special educational needs. The services are free and confidential and are independent of the local authority and Clinical Commissioning Group. mediation *must* be considered before most types of cases can be brought to the Special Educational Needs and Disability ("SEND") Tribunal Tel no: 020 8441355 website: <http://www.globalmediation.co.uk/>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. [Contact Independent Parental Special Education Advice \(IPSEA\) for support and further advice.](#)

## **14. In-service training and staffing policies**

### **What training do the staff supporting children and young people with SEND undertake?**

All staff are encouraged to attend courses to help them keep abreast of new educational developments and to enhance their skills.

Training on the SEN code of Practice which came into force in September 2014 has been delivered by the SENCO to all teaching staff, learning support assistants and to the Governing Body.

Safeguarding training is delivered to all teaching staff and supporting adults annually.

Each year the SENCO delivers training on SEN to all new staff.

Training provided to teaching staff include:

- Assisting students with dyslexia and writing weaknesses
- Mental Health in Schools
- Supporting students with SEN in your classroom
- Homophobic bullying
- Dyscalculia.
- Teaching students with learning difficulties
- Strategies for managing excel students
- Behaviour management
- Differentiation
- Quality First Teaching
- Visually Impairment training
- Autism
- Attention Deficit Hyperactivity Disorder
- Dyslexia

- The teaching of spelling within subject areas.

SENCO has delivered training to teaching staff on 'The effective use of LSAs in the classroom' in light of the results of the Deployment and Impact of Support Staff in Schools (DISS) report (DCSF). This has also been shared with the team of Learning Support Assistants.

The SENCO attends cluster meetings to share best practice and delivers in-service training.

Many of our learning support assistants have NVQ/Apprenticeships levels 2 or 3 in Supporting Teaching and Learning in Schools.

LSAs receive in-house training on the role of the LSA, the code of practice, English as an Additional Language, Child Protection, Health and Safety, access arrangements and various areas of SEN including Attention Deficit and Hyperactivity Disorder, Autism, Dyslexia, Dyspraxia, Cerebral Palsy, Visual Impairment and Behaviour Management and others

The school has regular visits from SEN specialist teachers and the Outreach services who provide advice to staff support the success and progress of individual students.

Where appropriate, Advisory Teachers visit to assess and plan support for targeted students. These programmes are then delivered by a trained Teaching Assistant. Examples include the Social Use of Language Programme, social stories/scripts.

Several LSAs have attended training on autism at our local specialist school, The St Christopher's School.

## **15. Links to support services**

Advice is sought from external agencies regarding strategies to best meet the specific needs of a student. With some exceptions, this will only be undertaken after parent permission has been obtained and an Early Help Family Support Assessment (EHFSA) form is completed.

Outside agencies include the following:

- Specialists/advisory teachers from other schools in the Borough *e.g. St Christopher's (autism), Kingsdown (Physical and Disability Support), Seabrook (behaviour management)*
- School Nurse.
- Speech and Language Therapist.
- The Educational Welfare Officer.

- Advisory teachers for e.g. Hearing Impairments, Visual Impairments, speech and language difficulties- *No need for parental consent.*
- Social Services.
- The Local Education Authority.
- Emotional wellbeing and mental health service. (EWMHS)
- The Health Service e.g. Paediatrician, Occupational Therapist, physiotherapist.
- The Educational Psychologist

### **Transition to the next school, preparation for adulthood and independent living**

- Our students are supported by our careers advisor from Connexions.
- The school adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff* April 2014. This places a duty on schools to secure independent careers guidance for all Y8-13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHC Plan, all reviews of that Plan from Year 9, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society. Our Careers advisor from Connexions attends the EHC Plan review meetings of Year 9 and 11 students.
- For those students planning to attend college, appropriate information will be passed to the college.

## **16. Links with other schools**

Advice will always be sought from our colleagues in special schools to help us to meet the needs of our students with SEN. They offer training to our staff in assessing and delivering specific programmes. They offer advice on appropriate resources and will meet with parents to give information and support. Colleagues from other schools have visited us to share good practice. For example, colleagues have asked for information about our literacy intervention, they have visited our Learning Resource Base, they have asked for support for newly appointed SENCOs.

### **How will the school prepare/support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective students' transition. These include:

- A planned introduction programme is delivered in the Summer Term to support transfer for Primary school aged students starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO visits the Primary schools of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If students are transferring mid-term, the previous school records will be requested immediately and a meeting set up with parents with the Year Manager to identify and reduce any concerns.

Post 16 students meet with the key LSA for Year 12/14 to discuss their needs eg access arrangements, SEN status, emotional needs. Their schools are contacted for additional information. Any student that may be anxious about transition is given a tour to the school and meet staff that would offer support.

## **17. Links with other agencies and voluntary organisations**

Shoeburyness High School works closely with Health Services, Social Services and Educational Welfare Services and any voluntary organisation to meet the needs of any student and to offer support to their families.

## **18. Timetable for the review of this policy**

This policy will be reviewed annually by the SENCO, then verified by the governing body. It will be signed off by the Chair of the Governing Body.

## **Glossary of terms**

**Academy:** A state-funded school in England that is directly funded by the Department for Education, through the Education Funding Agency. Academies are self-governing and independent of local authority control.

**Annual review:** the review of an EHC Plan which the local authority must make as a minimum every 12 months.

**Care Plan:** A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition.

**Compulsory school age:** A child is of compulsory school age from the beginning of the term following their 5th birthday until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year.

**Early Help Assessment (EHA):** A social care assessment of a child and his or her family, designed to identify needs at an early stage and enable suitable interventions to be put in place to support the family.

**Education, Health and Care plan (EHC Plan):** An EHC Plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an Education Health and Care needs assessment of the child or young person has determined that an EHC Plan is necessary and after consultation with relevant partner agencies.

**Graduated approach:** A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

**Local Offer:** Local authorities are required to provide information about provision they expect to be available across education, health and social care for children and young people who have SEN or are disabled, including those who do not have Education, Health and Care Plans (EHC Plan). Southend's SHIP (Childrens and Families Information Point) directory provides information on the Local Offer.

LA: Local Authority

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCO: Special Educational Needs Coordinator

## **APPENDIX 1**

### **Communication and Interaction**

These include

#### ***Speech and Language Difficulties***

- Developmental Language Delay
- Developmental Language Disorder
- Phonological/Severe Pronunciation Problems
- Expressive language Difficulties
- Receptive Language/Language Comprehension Difficulties
- Social Communications/Semantics and Pragmatics Difficulties

#### ***Disorders on the Autistic Continuum***

- Autism
- Asperger's Syndrome
- Semantic/Pragmatic Disorder
- Impaired Social Awareness
- Impaired Social Communication
- Impairment of Imagination

#### **Provision Available**

<b>Needs</b>		<b>Support</b>	<b>Criteria</b>
Communication and Interaction Needs	Speech, Language and Communication Needs	<ul style="list-style-type: none"> <li>• Access to support and advice from the specialist Speech and Language Teacher at the Speech and Language Unit</li> <li>• ELKLAN trained LSAs</li> <li>• Individualised Speech and Language Programmes delivered in conjunction with the Speech and Language Therapist</li> <li>• Social Skills Group</li> </ul>	<ul style="list-style-type: none"> <li>• Lighthouse, previous school reports</li> <li>• Visits to primary schools by HG</li> <li>• Induction days</li> <li>• Parents request for assessment and intervention</li> <li>• Lack of social, receptive and expressive language skills</li> <li>• Identified by year managers/SENCo/teachers/LSAs</li> <li>• Parents concerns</li> </ul>
	Autistic Spectrum Disorder (including Asperger's Syndrome and Autism)	<ul style="list-style-type: none"> <li>• Advice from the St Christopher's special school who have expertise in ASD</li> <li>• Social Stories/stories/autopsies</li> <li>• Use of Time out cards</li> <li>• Access to the Educational Psychologist – through the completion of an EHFA</li> <li>• Personalised strategies based on areas of interest.</li> <li>• Key LSA attached to support identified student.</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnoses from Medical professional</li> <li>• Issues in school raised by Year manager/Teacher/SENCO</li> </ul>

## Cognition and Learning

These include

- Mild and Moderate learning Difficulties
- Severe or Profound Learning Difficulties
- Specific learning Difficulties

### Provision Available

Needs		Support	Criteria
Cognition and Learning Needs	Mild and Moderate learning Difficulties; Specific learning Needs (e.g. dyslexia and dyspraxia)	<ul style="list-style-type: none"> <li>• Assessments to identify those who need targeted support</li> <li>• Interventions – group and individual support</li> <li>• Working Memory intervention (Cogmed)</li> <li>• Maths and English mentors</li> <li>• Science LSA delivering ‘catch-up’ sessions</li> <li>• Maths intervention bespoke to the individual</li> </ul>	<ul style="list-style-type: none"> <li>• Low Standardised Score on reading/spelling screening tests.</li> <li>• Poor handwriting skills</li> <li>• Low Standardised Score on working memory assessment</li> <li>• Parents concerns</li> <li>• Identified by year managers/SENCo/teachers/LSAs</li> <li>• Reports and/or diagnosis from specialised agencies</li> </ul>
		<ul style="list-style-type: none"> <li>• LEXIA – computer based literacy programme</li> <li>• Touch-typing</li> <li>• Scribe and/or word processor in controlled assessments, examinations</li> <li>• Structured reading programmes eg Docksider</li> <li>• Precision teaching bespoke to the individual</li> <li>• Co-teaching and small group teaching</li> <li>• Structured transition across pathways.</li> <li>• Screening Programme and further assessment to devise a bespoke</li> </ul>	

		<p>programme of study</p> <ul style="list-style-type: none"> <li>• Access to the educational Psychologist – through the (EHFSA)</li> <li>• Specialised programme that develops co-ordination – gross and fine motor skills in conjunction with the Occupational Therapist (access to an OT can only be gained through the GP)</li> </ul>	
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### Social, Emotional and Mental Health Needs

These include emotional and behavioural difficulties

#### Provision Available

Needs		Support	Criteria
Social, Emotional and Mental Health Needs	Behavioural Needs	<ul style="list-style-type: none"> <li>• Access to a named LSA</li> <li>• 1:1 support</li> <li>• Group sessions</li> <li>• Sensory room</li> <li>• In-class support/strategies employed by teacher and LSA</li> <li>• Pastoral Team – including Year Managers.</li> <li>• Sensory room can be accessed by any student that would benefit from the use.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents concerns</li> <li>• Identified by year managers/SENCo/teachers</li> <li>• Results of self-esteem questionnaire (lawseq)</li> </ul>
	Emotional and Mental Wellbeing	<ul style="list-style-type: none"> <li>• Access to a named LSA</li> <li>• Mentoring sessions</li> <li>• Access to EWMHS through the (EHFSA) dependent on meeting their criteria</li> <li>• Access to an onsite counsellor</li> <li>• Sensory room</li> </ul>	<ul style="list-style-type: none"> <li>• Parents concerns</li> <li>• Identified by year managers/SENCo/teachers/LSAs</li> <li>• To have been assessed and requiring intervention with a familiar person.</li> <li>• (EHFSA) completed by trained members of staff</li> </ul>

		<ul style="list-style-type: none"> <li>• In-class support/strategies employed by teacher and LSA</li> <li>• Pastoral Team – including Year Managers.</li> <li>• Sensory room can be accessed by any student that would benefit from the use.</li> <li>• Play therapy</li> <li>• Time out/calming down time</li> <li>• Escort to and from lessons, break/lunch club</li> </ul>	<p>and referred accordingly.</p> <ul style="list-style-type: none"> <li>• EP assessment</li> <li>• Referral from named LSA to Year manager/SENCO</li> </ul>
	Social Needs	<ul style="list-style-type: none"> <li>• Social Skills Group</li> <li>• Social Use of Language Programme (SULP)</li> <li>• Advice available from specialist teacher</li> <li>• Pastoral Team – including Year Managers.</li> <li>• Lunch and break clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents concerns</li> <li>• Identified by year managers/SENCo/teachers/LSAs</li> <li>• Referred to specialist teacher via SENCo, outcome of results will determine which intervention is provided, being 1:1 or group sessions.</li> </ul>

## Sensory and Physical Needs

These include

- Hearing Impairment
- Visual Impairment
- Multi-sensory Impairment
- Physical Impairment

### Provision Available

	Needs	Support	Criteria
Sensory and	Hearing Impairment	<ul style="list-style-type: none"> <li>• Access to advice and support from outside agencies including access to Hearing Impairment Specialist Teacher based at Kingsdown School</li> <li>• British Sign Language delivered by qualified staff to relevant students.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents concerns</li> <li>• Identified by year managers/SENCo/teachers/LSAs</li> <li>• Information supplied by Primary School/parents</li> <li>• Reports from specialised agencies</li> <li>• Confirmation of Hearing impairment and severity</li> </ul>

Physical Needs		<ul style="list-style-type: none"> <li>• Touch Typing lessons</li> <li>• Emotional support</li> <li>• Supporting organisational skills required for independent living and learning.</li> <li>• Visits to extend learning experiences</li> <li>• provision of equipment, repair and maintenance from Hearing Impairment Specialist Team</li> </ul>	of condition by hospital/ specialist teacher of HI.
	Visual Impairment	<ul style="list-style-type: none"> <li>• Access to advice and support from outside agencies including access to specialist Teacher for the Visually Impaired based at Kingsdown School</li> <li>• Touch Typing lessons</li> <li>• Physical Environment Audit</li> <li>• Qualified braillist on site</li> <li>• Habilitation lessons provided by VI specialist team</li> <li>• Emotional support</li> <li>• Supporting organisational skills required for independent living and learning.</li> <li>• Visits to extend learning experiences</li> <li>• provision of equipment, repair and maintenance from Visual Impairment Specialist Team</li> </ul>	<ul style="list-style-type: none"> <li>• Parents concerns</li> <li>• Identified by year managers/SENCo/teachers/LSAs</li> <li>• Information supplied by Primary School/parents</li> <li>• Reports from specialised agencies</li> <li>• Confirmation of Visual impairment and severity of condition by hospital/ specialist teacher of VI.</li> </ul>
	Multi-sensory Impairment	<ul style="list-style-type: none"> <li>• Access to advice and support from outside agencies</li> <li>• Risk assessment and additional support provision as identified</li> <li>• Sensory room can be accessed by any student that would benefit from the use.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents concerns</li> <li>• Identified by year managers/SENCo/teachers/LSAs</li> <li>• Information contained within the student's Provision Map/Statement.</li> <li>• Letters from GPs /Hospitals</li> </ul>

	Physical Impairment	<ul style="list-style-type: none"> <li>• ‘Closomat’ disabled toilet containing hoist</li> <li>• Reasonable physical adjustments</li> <li>• Access to support and advice from outside agencies eg Physiotherapist and Occupational Therapist as required</li> <li>• Physiotherapy carried out by LSAs trained by health professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents concerns</li> <li>• Identified by year managers/SENCo/teachers/LSAs</li> <li>• I.e. students in wheelchair have lowered tables as suggested in their relevant reports.</li> <li>• Students identified by professional agencies then timetable for sessions with relevant LSAs.</li> </ul>
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## Medical

This can encompass many things and will be dependent on the needs of the individual child.

### Provision Available

Needs	Support	Criteria
Medical	<ul style="list-style-type: none"> <li>• Specialist support as needed</li> <li>• Access to specialist medical professionals</li> <li>• Access to school nurse</li> <li>• Individualised Care Plan - written by school nurse as requested within Medical guidelines.</li> <li>• Medical Room</li> <li>• Secure storage for medication</li> <li>• Tube feeding supported by trained LSAs</li> <li>• Administration of medication, i.e. Epi-Pen by trained members of staff</li> <li>• First Aid trained members of staff</li> <li>• In-class support to monitor condition</li> <li>• Emotional support</li> </ul>	<ul style="list-style-type: none"> <li>• Letters from GPs /Hospitals</li> <li>• Observations</li> <li>• Parents and/or student with supporting medical letters.</li> <li>• Letters from GPs /Hospitals</li> <li>• Parents concerns</li> <li>• Identified by year managers/SENCo/teachers/LSAs</li> </ul>

	<ul style="list-style-type: none"><li>• Updated records of day to day care</li><li>• Ordering of medication and medical supplies</li><li>• Year managers/Child Protection officer advises parents/carers to seek advice.</li><li>• Reports by and meetings with medical professionals regarding tube feeding and administration of medication.</li></ul>	
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