Greenford High School

Policy Document

SEN Policy

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SEN Policy

This policy sets out the principles and procedures for the education of students with special educational needs at Greenford High school. The concept of equal opportunity, social inclusion and the right of access to the curriculum for all students is fundamental to our practice. Our aim is to ensure that all students derive maximum benefits from their education. Accordingly, provision for students with special educational needs will be based on the **SEND code of practice: 0 to 25 years January 2015** and will involve all members of staff.

This policy will be supplemented by the key parts from the **Learning Support Handbook, Appendix 1,** which will outline specific procedures and will contain more detailed information.

Aims

The policy for Special Educational Needs is in line with the values and principles outlined in the school's mission statement, which aims to establish an environment in which learning flourishes and the potential of the individual is realised. Students will be encouraged to succeed by the positive and supportive ethos of the school as well as by strong links with the home, feeder schools and relevant agencies.

We aim to stimulate effort and maintain motivation through high expectations and by celebrating success so that students will become confident achievers who are able to participate fully in the life of the school as well as in the wider community.

Objectives

Provision for students with Special Educational Needs is the responsibility of all staff. The Special Educational Needs Policy is intended to exist as a practical working document which will inform and advise staff, and which sets out clearly procedures and practice related to SEN pupils and their learning and development.

The term Special Educational Needs corresponds to the definition given in the **Code of Practice January 2015**:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

Definition of disability

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. Section 17 (11) Children Act 1989.

A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (Section 6), Equality Act 2010

This policy is therefore concerned with provision for students who fall into these categories.

Definition of an ARP

Ealing provides high quality local provision to meet local needs and has a good range of SEN provision. This includes additional resourced provisions (ARPs) in mainstream schools that cater for a range of needs and provide opportunities for young people to be included in mainstream classes and activities as well as having access to specialist teaching and learning facilities in smaller groups for parts of the week where possible. For entry to ARPs children and young people are expected to show some potential for being able to integrate into mainstream activities, which is likely to be on a phased basis, starting with small amounts of time and building up over the course of their education.

Greenford High School's ARP is currently situated in i-Block and is for children and young people with speech, language and communication needs including autism, and learning difficulties, although the location may be subject to change.

1. Roles and Responsibilities

1.1 The Governing Body

The Governing Body is responsible for keeping a general oversight of the school's SEN provision. The Governor with responsibility for special educational needs is Sunny Chana.

The Governing Body must:

- To the best of its ability (within budgetary constraints), secure the necessary provision for any child who has special needs;
- Secure that, where the Head teacher or the appropriate governor has been informed by the LEA that a pupil has special needs, those needs are made known to all who are likely to teach him or her;
- Ensure that the teachers in the school are aware of the importance of identifying and providing for those pupils who have special needs;
- Include in their Governors' annual report to parents, details on their policy for pupils with special needs;
- Ensure that the pupil joins in the activities of the school together with the pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources;
- When necessary and desirable in order to coordinate provision for pupils with SEN, consult the LEA, and the Governing Bodies of other schools;
- Offer advice and support to parents who wish to challenge LA decisions;
- Appoint a governor with responsibility for special needs;
- Ensure that the management of the ARP is effective and that the needs of those students enrolled at the ARP are being met.

The Governing Body will evaluate the success of SEN provision in the school:

- By processing end-of-year data provided by the SENCO on SEN students' attainment and setting a linked target of one step progression per student in line with the whole-school target, or, if more appropriate, a target which is challenging and appropriate to the individual:
- By setting a target of comparable attainment at KS3 and KS4 based on SEN students' Y7 CATs scores in line with the rest of the school;
- By comparing the above data to borough and national averages and setting a target of being in line with these averages for students on the SEN register.

1.2 The Headteacher

The Headteacher has the responsibility to ensure that:

- A register of children with SEN is kept;
- Arrangements are being made to meet the needs of those children who have special educational needs;
- A staged process of assessment and action planning for individual children is implemented;
- Parents are involved and kept informed;
- Teachers are kept fully informed, and are making appropriate provision;
- Ensure teachers, HLTAs and Achievement Workers have a clear brief about the children's needs, and are providing appropriate strategies, programmes and materials to meet those needs;
- Children are referred to the LEA for statutory assessment, if required;
- Appropriate external agencies are involved;
- Appropriate staffing and funding arrangements are made, and budgeted for;
- Governors are informed on SEN issues;
- That the school meets its SEN responsibilities;
- Information is published for parents;
- Appropriate staff development and training is provided.

1.3 SENCO and SEN Leadership Team

The school's SENCO is Fay Hudson. The Deputy SENCOs are Monika Siek and Christie Tremain. The ARP manager is Baljit Jassal.

Responsibilities of the SENCO and SEN Leadership Team:
(a) in relation to each of the registered pupils who the SENCO considers may have special educational needs, informing a parent of the pupil that this may be the case as soon as is reasonably practicable;
(b) in relation to each of the registered pupils who have special educational needs -
    (i) identifying the pupil's special educational needs,
    (ii) co-ordinating the making of special educational provision for the pupil which meets those needs,
    (iii) monitoring the effectiveness of any special educational provision made for the pupil,
    (iv) securing relevant services for the pupil where necessary, including exams access,
    (v) ensuring that records of the pupil's special educational needs and the special educational provision made to meet those needs are maintained and kept up to date,
    (vi) liaising with and providing information to a parent of the pupil on a regular basis about that pupil's special educational needs and the special educational provision being made for those needs,
    (vii) ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's special educational needs and the special educational provision made to meet those needs is conveyed to the appropriate authority or (as the case may be) the proprietor of that school or institution, and
    (viii)promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
(c) selecting, supervising and training learning support staff who work with pupils with special educational needs;
(d) advising teachers at the school about differentiated teaching methods appropriate for individual pupils with special educational needs;
(e) contributing to in-service training for teachers at the school to assist them to carry out the tasks referred to in paragraph (b); and (a)

(f) preparing and reviewing the information required to be published by the appropriate authority [the Education (Special Educational Needs,)(Information)(England) Regulations 2015], the objectives of the appropriate authority in making provision for special educational needs, and the special educational needs policy referred to in [paragraph 1 of Schedule 1 to those Regulations];
g) liaise with the ARP Manager, both in the development of the curriculum for ARP students and the management of external professionals working with the school.

1.4 The Form Tutor

Form Tutors should:

- Familiarise themselves with school policy and procedures on special educational needs;
- Know their tutees who are on the SEN register and their category of need;
- Liaise with the Learning Support Department over the needs and progress of identified students;
- Discuss targets in the EHCP and whole school target setting with the student concerned;
- Be prepared to contribute to SEN plan meetings if one of their students is being discussed;
- Work with HLTAs, Teaching Assistants and the Learning Support team to develop stronger links with families, and be sure to use communication channels as agreed with the Learning Support team and pastoral department.

1.5 The Head of Department

Curriculum Managers have a responsibility to SEN students. They should:

- Familiarise themselves with school policy and procedures on special educational needs;
- Include differentiation in all schemes of work;
- Regularly include a SEN slot in department meetings in collaboration with the attached Learning Support teacher or representative;
- Be responsible for the collation of all relevant data provided by the SENCO into their departmental SEN/EAL file and ensure departmental colleagues are aware of the data;
- Encourage staff to differentiate in lessons and homework tasks;
- Regularly liaise with the SENCO and meet in July to plan setting and support for the following academic year;
- Use 10% of capitation to buy support materials as agreed.

1.6 The Subject Teacher

The Curriculum Teacher should:

- Recognise that "quality teaching first" is the best provision for students of all abilities and needs and make sure that wherever possible students are included as part of the lesson and that in class support is there to enhance learning, and should not distract from the work of the teacher;
- Familiarise themselves with school policy and procedures on SEN;
- Attend relevant training and briefings to have the required expertise to teach students with a range of needs;
- Know those students in their teaching groups and their category of need and how best to meet those needs;
- Contribute to reviews of students on school SEN Support or Education Health and Care Plans (EHCPs), or statements by completing 'round robins' on those students each term;
- Suggest targets to enable students to raise their level of achievement;
- Include differentiation in their lesson plans;
- Differentiate homework tasks so that all students are given a task which it is within their ability to complete;
- Refer students to the Learning Support Department who may need extra help by completing a Cause for Concern sheet and attaching a sample of work;
- Liaise closely and plan jointly with any support teachers/HLTAs or Teaching Assistants who are working with children in their class.

1.7 The Lead Teacher

The lead teachers should:

- Familiarise him/herself with the needs of these students in their cohort;
- Liaise with departments and HLTAs in order to plan strategies and differentiate the curriculum for SEN students;
- Monitor and review the progress of SEN students, provide information for annual reviews;

- Write intervention plans for students in their cohort;
- Help to deliver INSET to staff on differentiation;
- Undertake training to support their Professional Development as directed by the SENCO;
- Work with Teaching Assistants to build stronger links with families to help students in the cohort achieve.

1.8 The Higher Level Teaching Assistant

The Higher Level Teaching Assistants (HLTAs) are attached to the students who are enrolled in the ARP, and, therefore, should:

- Familiarise him/herself with the needs of these students in their cohort;
- Liaise with the ARP Manager, SENCO, departments and Teaching Assistants in order to plan strategies and differentiate the curriculum for those students, and possibly other SEN students;
- Monitor and review the progress of their key students, providing information for annual reviews, and other meetings that may require their expertise and knowledge of the student;
- Undertake training to support their Professional Development as directed by the ARP Manager;
- Work with Teaching Assistants to build stronger links with families to help their key students, where applicable;
- Follow the timetable of support as directed by the ARP Manager;
- Liaise with the teachers they are supporting in order to plan strategies and differentiate the curriculum for the ARP students, and, possibly, other SEN students;
- Attend meetings once a week for the purposes of training and information giving;
- Contribute 'admin time' in the APR, assisting with filing and other related duties as directed by the ARP Manager;
- Attend and contribute to meetings (departmental, pastoral, with parents and as appropriate) as directed by the ARP Manager.

1.9 The Teaching Assistant

The Teaching Assistant should:

- Follow the timetable of support as directed by the SENCO or Deputy SENCO;
- Familiarise him/herself with the needs of these students they are going to support;
- Liaise with the teachers they are supporting in order to plan strategies and differentiate the curriculum for SEN students;
- Complete collaborative support contracts with subject teachers supported;
- Administer activities, homework and mentoring clubs and other designated support as directed by the SENCO;
- Attend meetings once a week for the purposes of training and information giving;
- Contribute 'admin time' in the department assisting with filing and other related duties as directed by the SENCO;
- Attend and contribute to meetings (departmental, pastoral, with parents and as appropriate) as directed by the SENCO.

2. Resources

2.1 Staffing Arrangements

See **Appendix 2**

The Teaching Assistants are funded from the money for students with statements or EHCPs.

They support students:
- individually in 1:1 sessions
- in group sessions
- helping with organisation at the start of the school day

- in class
- in specialised sessions, e.g. OT
- through the use of the ICT programmes
- before school, lunchtimes and after school in the extra-curricular support groups in AF rooms
- in tracking and supporting the high school transfer of specific tutor groups of new Year entrants in September.

They also contribute to the school's meeting cycles (including with parents), departmental assessment procedures, contacts with home and feed into pastoral support via their key stage attachments. They receive one day's in-house training from the SENCO, and are encouraged to go on external courses.

At the moment, the funding of the ARP Manager and the HLTAs is from a different source, linked to the costs and conditions of setting up the ARP.

2.2 SEN Budget

The LEA, allocates the SEN budget based on entitlement to free school meals and the Year 7 CAT scores. This money is used for staffing to support curriculum provision for small group and booster lessons, and is delegated to departments to enable quality first teaching.

The monies allocated to pupils with statements or EHCPs pays for provision as directed by the borough, accounted for in individual provision maps discussed at annual review and funds Higher Level Teaching Assistant and Teaching Assistant salaries, whether the students are mainstream or in the ARP.

3. Admission Arrangements

All students at *SEN Support* will be admitted to GHS according to the school's admission criteria. Those with a statement of Special Educational Need or Education, Health and Care Plan (EHCP) are considered separately in accordance with LA policy.

The SENCO attend Annual Reviews or summer reviews of all students with statements or EHCPs and some at SEN Support at feeder primary schools.

The SENCO and/or EAL Coordinator will administer pre-admission assessments where appropriate as well as assessments for students on entry. For Year 7 this entails rigorous screening of *all* students via reading and spelling tests to ascertain reading/spelling ages as well as a 'Language Survey', which screens for EAL need. We aim to test students on our register on a regular basis to provide data showing progress or otherwise.

Whether for Year 6 transfer or for ongoing admissions, the SENCO consults and advises the Transition Co-ordinator on suitable tutor groups and class/setting entry, for example, to ensure a student is placed in class with established high level of support or student with the same home language where appropriate.

Admission to The ARP will follow much the same pattern, but will be decided by the ARP Manager.

4. Identification and Assessment

Pupils with SEN are identified in one or more of the following ways:

the Local Authority may refer students with a Statement for Special Educational Needs or EHCP;

- to Greenford High School as the named school;
- from primary school records;
- SATs results at Key Stages 2 and 3;
- Access Reading Tests administered to all Year 7s on entry;
- CATs administered during the first term for Year 7;
- Termly assessments;
- Progress Tests;
- QCA tasks;
- Subject teacher assessments and on-going interim reports;
- Referrals from teachers who have concerns about an individual, either behaviour, learning, literacy, numeracy or other issue;
- Referrals via the curricular departmental and pastoral attachments and meeting cycles;
- Referral via Learning Support meetings;
- Where appropriate, individual reading and spelling tests may be used to assess levels of literacy using LUCID EXACT software;
- Staff may refer students to the Learning Support Department using *The Cause for Concern* sheets. If the concern is learning based they should attach a sample of the student's work; Movement on the SEN register is considered in line with the 'triggers' for movement stipulated in the code of practice.

5. Provision

There are a number of ways in which those students as needing SEND intervention will be identified and provided for:

- Students on the SEN directory are identified as needing support through regular reading and spelling scores as well as teacher feedback;
- Students will have SEN Targets drawn up twice a year by a member of the Learning Support department;
- Withdrawal from the curriculum takes place only when a member of the SEN teaching staff is able to teach the session and is mainly for targeted Statement/EHCP and SEN Support students. The students are withdrawn from one language subject so as to ensure access to a full and broad curriculum;
- Some students may receive additional literacy through English with a SEN specialist;
- In addition, most students are supported through differentiated work in the mainstream classroom, in-class support from the Learning Support Department, attendance at Reading Groups (including access to Post 16 Reading Mentors) and Activities/ Clubs, and specialist IT programs where literacy or numeracy needs are identified;
- At *School SEN Support* the above strategies are employed in addition to advice from outside
- agencies (e.g. the Educational and Clinical Psychologist, the Special Education Needs Support Service (SENSS), the Neuro-developmental Team and Spring Hallow School);
- Students may be withdrawn for individual or small group teaching for literacy, numeracy, coursework, homework or mentoring sessions. Such sessions are conducted with negotiation and agreement from parents/carers and are often for a specific time-span pending negotiated review;
- Groups of students whose learning is impaired by a lack of social or emotional skills are also helped by small group work in developing these areas in conjunction with external professionals and Pastoral mentoring;
- Evidence of students' needs and of the provision made by the school is submitted to the LEA for statutory assessment. The amount and type of support for students with statements or EHCPs is to be found in the statement/EHCP. The support is usually provided by a Teaching Assistant, who will work with the student in the classroom. There may also be intensive 1:1 teaching and support

from the SENS team;
- The reviews for students at *School SEN Support* and with statements/EHCPs are carried out annually;
- In addition, half termly data analysis focuses on the progress of students with SEN;
- Students with EHCPs in years 9 and above also have a Transition Plan completed in conjunction with parents, Social Inclusion and CONNEXIONS;
- Further discussion on students' needs is done through the SEN Key Stage Coordinators' attending Pastoral Meetings (with the LS department's KS–attached HLTAs where appropriate), half-termly SEN plan meeting attended by the SENCO, Heads of Key Stage, Head of Social Inclusion, Educational Psychologist and Connexions Advisor as well as fortnightly Pastoral meetings attended by SENCO, Heads of Key Stage, Head of Social Inclusion and SLT Key Stage Manager;
- Appropriate exams access arrangements will be secured for those students who need it, with early enough identification and testing to allow for normal practice in exams conditions;
- The SENCO also meets regularly with the attached member of SLT with responsibility for Inclusion and SEN.

Inclusion as part of provision
The LS Department contributed to students' inclusion as valued members of the whole school community in a number of ways:

- The majority of SEN provision being in class so as to maximise inclusion with peers;
- Withdrawal sessions clearly targeted to enhance confidence in specific skills (e.g. literacy) that will increase ability to integrate and access curriculum at other times;
- Withdrawal Sessions regularly monitored for effectiveness and agreed with students and parents, creating sense of positive decision on part of student;
- SEN teacher and HLTAs to teach in small withdrawal groups to raise literacy and numeracy skills;
- SEN provision methodology by teachers being delivered through a variety of styles, including team;
- Teaching and targeting of all students in-class (in all cases, as appropriate), thus avoiding stigmatisation or negative student perceptions of SEN;
- SEN provision methodology by HLTAs and Teaching Assistants being as proactive as possible, as above, but in keeping with contracted responsibilities;
- SEN staff to ensure groupings in class are appropriate and maximise inclusion;
- Dissemination of information to all staff with regard to the above and all SEN issues (see INSET);
- An activities club at break and lunchtime for designated SEN students and accompanying friends (whether SEN or not);
- Referrals to Pastoral;
- Meeting with curriculum managers (see also Admissions) to determine appropriate settings to support and inclusion opportunities (e.g. a partially-sighted boy participated in PE, including swimming due to allocation of appropriate support);
- Liaison with other departments and their clubs and activities to allow maximum opportunity for participation;
- Forming links with faculties and departments through SENLINK HLTAs and teachers.

6. SENplan meetings

SENplan meetings form an important part of the identification of need and appropriate provision:

- Further discussion on students' needs is undertaken through the SEN plan meeting, which takes place half-termly and is attended by the SENCO, HLTAs and tutors as appropriate, Heads Key Stage, Head of Social Inclusion, Educational Psychologist and the Connexions Adviser;
- Names for inclusion on the agenda are referred to the SENCO on a rolling basis up to the

date of the meeting;

- The purpose of the meeting is to share concerns and receive professional advice and support;
- If necessary, particular students are referred to external agencies or support services provided by the London Borough of Ealing;
- The SENCO chairs the SEN plan meeting (KS-specific possible) involving all the school staff noted above as well as the EP, takes detailed note of evidence presented by colleagues, prioritises and filters the data;
- This information is fed back to the relevant school staff on the EP's advice and resulting action.

7. Complaints

The complaints procedure is as follows:

- Any complaints concerning students with Special Educational Needs will be considered sympathetically and every effort will be made to ensure that any misunderstandings or disagreements are dealt with promptly and efficiently;
- Should an issue remain unresolved, the procedure developed by the London Borough of Ealing in relation to complaints about the curriculum and its delivery has been adopted by the school;
- Complaints procedures should follow the newly established hierarchy, i.e. (SEN Teacher - SEN Key Stage Coordinator, in both cases, where complaint is deemed low level or specific) – SENCO (normally the first contact) – SEN-attached member of SLT – Headteacher – Governor;
- Complaint by parents will be dealt in a swift and constructive manner. Where the complaint is to the SENCO and all parties agree it can be resolved by the SENCO and needs be taken no further;
- The SENCO will communicate with the parents/carers (where possible via a meeting) within two working days of the complaint being received in the first instance to ascertain the complaint. The SENCO will suggest negotiated resolution strategies to the complaint at that meeting/ communication, with subsequent confirmation of the action/strategies within a further two days;
- The SENCO will confirm a start date and subsequent monitoring dates (which could include further parent/carer meetings or observations) for the action/strategies within a further two working days; In all other cases, where complaints are not initially resolvable by the SENCO in the first instance or are made/ referred up the chain, the school will communicate time scales and monitoring/ action dates with parents keeping them fully abreast of the process and outcomes;
- This may include further meetings with them, with Intuition Parent Partnership or other relevant agencies;
- In all cases the school will act as swiftly and transparently as possibly dependent on the individual case;
- In addition, the SENCO has an 'open door, open communication' policy, with parents welcome to visit school or call at any time. The SENCO will meet or speak to them there and then if available and if not, respond at the first opportunity. To complement this, a series of new SEN Open Afternoons is planned – see 9.2 'Links With Parents'.

8. INSET

OF SEN STAFF -
- All SEN staff will be encouraged to undertake training to meet the needs of students, the department and to further their personal and professional career development. They will be made aware of all relevant courses and training opportunities available to them.
- All HLTAs and Teaching Assistants receive one day's in-house training from the SENCO at the start of each academic year.
- All staff receive training on **SEND Code of Practice January 2015**.
- All staff receive training on specific learning difficulties.
- SEN staff receive on-going training from the SENCO, including via observations (by and of the SENCO), through the departmental meetings.

- SEN staff receive on-going advice and training from outside agencies as appropriate, e.g. Educational Psychologist, Speech and Language Therapist, Art Therapist.
The SENCO attends half-termly Ealing Borough LEA SENCOs' meetings. The SENCO has developed links for shared good practice with outside-borough schools and agencies, including SENCOs from other schools. Meetings, communication and visits help inform practice and developments.

BY SEN STAFF -
- Training on SEN issues is an important part of INSET for ECTs and Beginner Teachers and is delivered by the department in July, and on two further occasions in line with the scheduled ST/ ECT meeting cycles.
- The department conducts INSET to staff and incorporates training on specific needs on an on- going basis and via the Key Stage and Departmental attachments.
- The SENCO trains staff via short sessions at specialised meetings and the school's CPD programme. The SENCO trains staff via short after-school sessions where specific needs make this appropriate (e.g. a new entry with a SPLD or Physical need).
- The SEN department trains students via assemblies and presentations during tutor time where specific needs make this appropriate (e.g. a new entry with a SPLD or Physical need).
- Pupil Profiles highlight areas of need and strategies are issued and available as a hard copy for departments and on the department VLE and attached to individual student details on SIMs.
- A pupil directory issued to each member of staff provides details of students identified with SEN and general strategies for support.
- A provision map available through SIMs provides a more comprehensive whole school provision for children with SEN.
- A variety of data (including the above) is available to staff through department/faculty heads and is updated regularly by the SENCO on an on-going basis. This data is also available via ICT on the School's VLE and SIMs.
- Focus groups are conducted with staff to share strategies to meet student needs.

9. LINKS

9.1 Links with external agencies

The school works with several external agencies to support students with specialised needs. These include:

- Educational Psychologist
- Clinical Psychologist
- Children and Families Service (CFCS)
- The Special Educational Needs Support Service (SENSS)
- The Exclusions Team
- The Speech and Language Service
- Occupational Therapy (OT)
- Intuition Ealing Parent Partnership
- Meetings or contact with or including the above agencies are regular and incorporated into the department's cycle of meetings, including meetings with parents, assessments and SEN plan meetings.

The Department also has contact with the following agencies on a case-by-case basis:

- Health service (usually via the school nurse internally)
- Social services (usually via the relevant Pastoral Head or SLT member responsible for Inclusion in the first instance)
- Educational Welfare Office (contact as above)
- Child Protection services (via the Designated Safeguarding Lead)

- Voluntary and community organisations

9.2 Links with parents

The New Code of Practice places great emphasis on the partnership of the school with parents. Parents are invited to attend and/or contribute to all reviews and IEPs, either in person, by telephone or via pro-forma letters issued termly. When communicating with parents staff should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child;
- Focus on the children's strengths as well as areas of additional need;
- Recognise the personal emotional investment of parents and be aware of their feelings;
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings;
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers;
- Recognise the need for flexibility in the timing and structure of meetings;
- Have due regard for the school's guidance on meeting with parents;
- Involve parents/carers in reviews and provide with copies of IEPs;
- The department also attends all parents' and tutors' evenings as well as Welcome Evenings for Year 6 transfer students to ensure maximum availability to parents;
- It also conducts interviews on Raising Achievement Days and co-hosts interviews at these events with mainstream colleagues where input is deemed appropriate for a large specific cohort;
- The department also runs Coffee Afternoons, aimed at parents and carers of students with SEN aimed at increasing cooperation between parents and the school, fostering greater mutual understanding. Guest speakers and outside agencies are invited to offer advice and to consult with parents.

9.3 Links within school

The SENCO holds a unique position in the school. He or she is a Curriculum Manager and also has pastoral responsibilities. In order to discharge these duties, the SENCO:

- Attends Curriculum Managers meetings attends Pastoral Meetings;
- Holds regular meetings with the attached SLT;
- Works closely with the Deputy SENCO to meet the needs of the team and students;
- Holds regular meetings with internal responsibility post holders, who themselves feed into the pastoral meeting cycle
- Works with the School Nurse Team where a students' special need may be medically based works with the Connexions Personal Advisor to action plan for the future of special needs students from Year 9 onwards
- Collaborates closely with the Head for Admissions re. assessment and tutor group placement of new students (including Year 6 transfer).
- Collaborates closely with the Assistant Head for Data re. keeping whole school SEN data and information updated and accessible to all staff.

9.4 Links with other schools

- The department attends statement/EHCP and SEN Support summer reviews at feeder primary schools and hosts a stand at two summer Transfer Welcome Evenings where parents/carers and students have the opportunity to meet staff.
- The department also arranges visits to GHS in the summer for prospective Year 7 students

and their primary SEN staff to assist with transfer and familiarity.
- Other visits to GHS or by the SENCO to feeder school are arranged as needs dictate, e.g. to observe a student in situ.
- All transfer schools (primary and secondary) forward records of students with SEN. The SEN Year 6 transition teacher arranges visits and collection of information on these students.
- Greenford High School has successfully integrated students at all stages of their school career from local special schools. Links with Belvue School enable their students to attend Greenford High School as and when appropriate.
- The School has links with the Traveller Education Centre in order to integrate local travellers.

10. Inclusion

In line with the Ealing Statement on Inclusion Greenford High School believes that:
- Inclusion is a process whereby individuals are given the opportunities to achieve their personal potential and by which barriers to learning and participation are removed;
- The school should be structured and resourced so that it can meet the needs of all young people within its care;
- The school should work to develop inclusive practices to raise achievement and make school a successful experience for all its students;
- The contribution and identity of each student is valued and based on a relationship of mutual respect.

11. Self Evaluation

The department has a structure that has been in place for some years now, although the ARP only opened in September 2018. It has a self-evaluation process, which involves members of the Ealing SEN Advisor, newly established out-of-borough links with schools in other boroughs. The department aims to evaluate and glean best practice from as wide a source base as possible in order to input into and revise policy, development planning and practice.

Appendices

1. Key sections from the **Learning Support Handbook**

2. Learning Support Staffing Structure

Appendix 1 - Key Sections from Learning Support Handbook

SEN Summary Needs

(C&L) Cognition and Learning

Code	Description	SIMS Code
Gen	General Learning need	MLD
Lit	Literacy	MLD
Num	Numeracy	MLD
MLD	Moderate learning difficulty	MLD
SLD	Severe learning difficulties	SLD
SPLD	Specific learning difficulty (dyslexia, dyspraxia)	SPLD

(C&I) Communication and Interaction

Code	Description	SIMS Code
SLCN	Speech learning and communication needs	SLCN
ASC	Autistic spectrum condition	ASC
AS	Asperger's syndrome	ASC

(S&PN) Sensory and or Physical Needs

Code	Description	SIMS Code
HI	Hearing impairment	HI
VI	Visual impairment	VI
PD	Physical disability/impairment (Physical, neurological, metabolic)	PD

SEMH

Code	Description	SIMS Code
SEMH	Challenging behaviour, hyperactivity, ADHD	SEMH

SEMH	Withdrawn, isolated	SEMH
SEMH	Vulnerable, nurture	SEMH

Referral System

Students can be referred to the LS department by members of the LS department, class teachers, form tutors, heads of department or heads of year. Please refer students that you have concerns about to the Head of Year and the SENCO.

SEN Information

SEN information can be found on the VLE – Departments – Learning Support. In this area you will find general SEN information, the SEN register, SEN student information, exam access information, extra curricula timetables and resources to support students with SEN.

Waves of Intervention

Wave 1
Quality first teaching with flexible and highly differentiated lessons and resources for student delivered by all teachers.

Wave 2
Wave 1 plus interventions to support students to increase the rate of progress so that they are working in line with national age expectations.

Wave 3
A highly personalised intervention programmes aimed at boosting the rate of progress. These programmes are delivered in addition to the Quality First Teaching and additional interventions outlined in Wave 1 and Wave 2 – not in place of.

SEN Code of Practice

The SEN Code of Practice was revised in 2054 and is a legal document, which outlines the responsibilities to ensure students' needs are meet by schools, early educational settings, LEA's and others. The code promotes a common approach to identifying, assessing and providing for all SEN students.

SEN Areas of Need

1) Communication and interaction

Students and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Students and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2) <u>Cognition and learning</u>

Support for learning difficulties may be required when students and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties SLD), where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3) <u>Social, emotional and mental health difficulties</u>

Students and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support students and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students. The Department for Education publishes guidance on managing students' mental health and behaviour difficulties in schools.

4) <u>Sensory and/or physical needs</u>

Some students and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many students and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some students and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

<u>Areas of SEN with Strategies</u>

<u>1.1) Communication and Interaction - Speech Language and Communication (SLCN)</u>

Speech and language disorders refer to problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding.

Students with SLCN may have difficulty in understanding and/or making others understand information conveyed through spoken language. Students 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. Problems can occur with both categories (receptive and expressive) at several levels.

A student's communication is considered delayed when the student is noticeably behind his or her peers in the acquisition of speech and/or language skills. Sometimes a student will have greater receptive (understanding) than expressive (speaking) language skills, but this is not always the case.

Language impairment can lead to a loss of confidence, lack of self-esteem and affect personal and social relationships. Also, it reduces opportunities in education. Research indicates that students with more complex language problems have a greater likelihood of experiencing behaviour problems. It can also affect concentration and memory.

<u>Strategies</u>

- Speak in short, simple sentences
- Ask the student to repeat words
- Give one instruction at a time
- Use signs and gestures
- Use pictures and/or symbols
- Use social stories to explain difficult concepts
- Use games to encourage listening and social skills
- Give a written list of instructions if appropriate
- they think they have to do, to check understanding
- Teach word association skills for word finding difficulties
- Be aware that misunderstanding can lead to possible behaviour and/or social problems Explain keywords, make sure that students understand meanings of words

1.2) Communication and Interaction (C&I) - Autism Spectrum Disorder (ASD)

Autism is a pervasive developmental disorder. The causes of autism are varied and complex and include a set of triggers involving biological/medical, psychological and behavioural factors. The diagnosis of ASC is medical and is made by recognising patterns of behaviour from early life which indicate impairment of social interaction, communication and development of imagination. This is known as the 'Triad of Impairments'. The spectrum can range from an intelligent student with mild autism to the student with profound learning difficulties and severe autism.

<u>Features of ASD</u>

In addition to the 'triad of impairments' students with ASC may experience any number of the following:

- Sensitivity to noise, smell, taste, touch or visual stimuli
- Obsessive interests
- Erratic sleeping patterns
- Unusual eating habits
- Irrational fears or phobias
- Hand flapping, rocking or spinning
- Hyperactivity

- Aggressive behaviour
- A strange gait or posture - often walking on tip-toes
- Poor understanding of words
- Poor social skills
- Have a literal understanding of the world.

<u>Strategies</u>
- Have a structured classroom - use labels & specific areas for
- Specific tasks
- Make use of a visual timetable and task lists
- Consider lighting, noise, etc.
- Introduce only one skill at a time, keep changes minimal
- Be positive and patient
- Use the student's name - they may not realise 'everyone' includes them
- Do not insist on eye contact
- Keep verbal instructions brief and simple
- Changes in routine (classroom changes, change of teacher) will generally cause distress as they are dependent upon routine to make sense of their environment
- Use Social Stories to teach communication/interaction.
- Teach jokes, puns and metaphors – students' understanding may be literal.
- Allow 30 seconds response time to questions
- Provide clear boundaries to help behaviour
- Prepare for changes in advance
- Make use of a 'buddy' system
- Make good use of computers and ICT

1.3) Communication & Interaction (C&I) Asperger's

Asperger's Syndrome is regarded by some as a distinctive condition and by others as the higher-ability aspect of the autistic spectrum. Students with High Functioning Autism or Asperger's Syndrome can have symptoms ranging from mild to severe but tend to have serious difficulties with communication and social skills. Students often speak in a monotonous or exaggerated tone and at great length about topics which interest them. They avoid eye contact and often have obsessive, repetitive routines and preoccupations.

<u>Features</u>
- Socially awkward and clumsy in their relations with other students and/or adults
- Naive and gullible
- Frequently unaware of others' feelings
- Unable to carry on a 'give and take' conversation
- Changes in routines and transitions cause upset
- Literal in speech and understanding
- Overly sensitive to loud sounds, odours or lights
- Fixated on one subject/object
- Physically awkward/clumsy in sports.

<u>Strategies</u>
- Prepare them for any changes well in advance - have a contingency plan for emergencies. Students may get upset by sudden changes, such as an alteration in timetable
- Set high expectations
- Use the student's name - they do not necessarily realise that 'everyone' includes them
- Be calm and patient - never shout
- Modify facial expressions and body language - ensure the student has time to respond – allow 30 seconds
- Unusually accurate memory for details
- Trouble understanding things they have heard or read

- Inappropriate body language or facial expression
- Unusual speech patterns (repetitive and/or irrelevant remarks)
- Stilted, formal manner of speaking
- Unusually loud, high or monotonous voice
- Tendency to rock, fidget or pace while concentrating
- Use visual lists/prompts, for example a daily timetable
- Present small, manageable tasks with visual prompts
- Allow them personal space, for example let them sit on the end of the row in assembly
- Provide a time out place for when they need it
- Structure the classroom - use labels, specific areas for specific tasks
- Consistently apply rules
- Use stories to teach communication/social interaction
- Make good use of ICT.

2.1) Cognition and Learning (C&L) – Moderate Learning Difficulties (MLD)

The largest group of students and young adults with special educational needs are those defined as having Moderate Learning Difficulties or Global Learning Difficulties (GLD). These are students with general developmental delay. These students do not find learning easy and often experience very little success in school. Their self-esteem can be affected and this may result in unacceptable behaviour.

Features

- Short attention span
- Lack of logical reasoning
- Immature social and emotional skills
- Inability to generalise what they learn and apply it to other situations
- Organising themselves limited
- Understanding what is required of them
- Acquiring sequencing skills
- Dyspraxia
- Auditory/visual memory.

Strategies

- Be prepared to allow them extra time to finish a task
- Develop their self-esteem by working with their strengths
- Find out as much about the student as possible. Use SATs scores, reading age and any diagnostic data, to help you ascertain their strengths and weaknesses
- Break down any new task into small steps and build in lots of opportunities for reinforcement
- Make sure that the learning objectives are realistic for every lesson and that they can experience some success
- Difficulties with reading and writing, and comprehension
- Poor understanding of basic mathematical concepts
- Limited communication skills
- Under-developed coordination skills
- Slow processing
- Remembering what has been taught (short term and long term)
- Unable/slow to retrieve information
- They may also have a variety of syndromes and/or medical conditions
- Use your own observation skills to build up a profile of the student, noticing how they respond to different teaching styles
- Check understanding at every stage

- Use appropriate praise and encouragement: being good as well as complimenting them for finishing work and trying hard
- Use careful questioning to ensure the student's participation and check their understanding
- Establish a routine within the lesson so that students know what to expect and most important, what is expected of them.

2.2) Cognition and Learning (C&L) Dyslexia (Specific Learning Difficulty - SPLD)

It is commonly defined as a difficulty to read and write. It may well affect an individual's ability to read quickly and efficiently and nearly always results in poor or 'bizarre' spellings. Students with dyslexia often have poor short-term memory and difficulty with sequencing and processing information.

Features
- Speed of processing
- Poor short-term memory
- Sequencing
- Uneven performance profile
- reluctant to read
- Poor understanding of written text
- Has a poor standard of written work compared with oral ability
- Produces badly set out or messily written work, with spellings crossed out several times
- Spells the same word differently in one piece of work
- Has difficulty with punctuation and/or grammar
- Confuses upper and lower case letters
- Finds tasks difficult to complete on time.

Strategies
- Work from the students' areas of strength
- Multi-sensory programme of teaching and learning
- Make use of pictures, plans, flow charts
- Pictorial timetables can be a great help
- Use videos, tapes and Dictaphones and encourage alternative ways of recording
- Make use of ICT - voice recognition software can be a boon
- Teach study skills from an early age e.g. mind-maps
- Provide key word lists and displays
- Omits, repeats or adds extra words
- Fails to recognise familiar words
- Misses a line or repeats the same line twice
- Loses their place - or uses a finger or marker to keep the place
- Finds difficulty with dictionaries, directories, encyclopaedias
- Is disorganised or forgetful e.g. over sports equipment, lessons, homework, appointments
- Is immature and/or clumsy
- Is unable to 'read' body language
- Is often in the wrong place at the wrong time
- Encourage the use of line trackers, bookmarks and/or coloured overlays as appropriate
- Keep board work to a minimum
- Tackle spelling patterns using methods such as Simultaneous Oral Spelling
- Teach a structured, cumulative phonic program
- Allow sufficient TIME for all activities
- Use lots of PRAISE
- Use visual clues in lessons.

2.3) Developmental Coordination Disorder (DCD) /Dyspraxia

Students with Dyspraxia/DCD may have problems coordinating their movements, (in some cases, this

extends to difficulties in co-ordinating their mouth and tongue resulting in speech impairment), perception and thought. Boys are affected four times more frequently than girls.

<u>Features</u>
- Students may struggle in Games and PE lessons (particularly where throwing and catching are involved)
- Following sequential instructions
- Getting dressed, tying laces
- Handwriting
- An inability to recognise potential danger
- Difficulties with fine motor skills
- Is immature and/or clumsy.

<u>Strategies</u>
- Give extra supervision and encouragement to stay on task
- Give clear and unambiguous instructions and check the student's understanding (Dyspraxia/DCD students may not understand sarcasm or irony)
- Position the student where they have a direct view of the teacher and minimal distractions
- Limit the amount of handwriting they are expected to do by providing printed sheets or offering alternative means of recording
- Break down activities into small steps
- Limit the amount of copying from the board; when necessary
- Use colours and appropriate 'chunking' to help them to follow the text
- Allow extra time for finishing work
- Teach the student strategies to help them remember things and to be able to organise themselves
- In games and outdoor activities, be sensitive to the student's limitations and allocate a position/activity which offers the best chance of success
- Encourage a partner relationship with another student which offers the best chance of success
- Use praise and encouragement.

2.4 Cognition & Learning (C&L) Dyscalculia (Specific learning difficulty – SPLD)

Dyscalculia is like dyslexia for numbers. It is a condition that affects the ability to acquire arithmetical skills. Dyscalculia learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

<u>Features</u>

- **Counting:** Dyscalculic students can usually learn the sequence of counting words, but may have difficulty navigating back and forth, especially in twos and threes.
- **Calculations**: Dyscalculic students find learning and recalling number facts difficult. They also fail to use rules and procedures to build on known facts. For example, they may know 5+3=8, but not realise that 3+5=8.
- Numbers with zeros**:** Dyscalculic students may find it difficult to grasp that the words ten, hundred and thousand have the same relationship to each other as the numerals 10, 100 and 1000.
- Measures: Dyscalculic students have difficulty with operations such as handling money or telling the time.
- Direction/orientation**:** Dyscalculic students may have difficulty understanding spatial orientation (including left and right) causing difficulties in following directions or with map reading.
- Finds difficulty remembering tables and/or basic number sets.
- Finds sequencing problematic.
- Confuses signs such as x for +

- Can think at a high level in mathematics, but needs a calculator for simple calculations.
- Misreads questions that include words.
- Finds mental arithmetic at speed very difficult.
- Finds memorising formulae difficult.
- Is disorganised or forgetful e.g. over sports equipment, lessons, homework, appointments.
- Is immature and/or clumsy.
- Is unable to 'read' body language.
- Is often in the wrong place at the wrong time.

Strategies
- Be aware of your language; ensure that students understand the task at hand. Vary your speed of delivery.
- Introduce new ideas and concepts explicitly. Provide an overview of your topic so students know what to expect. Allow time for questions and give concrete examples.
- Help with note taking by providing hand-outs.
- Encourage the use of ICT, if students wish, e.g. tape recorders or laptops
- Create a multi-sensory learning environment, e.g. DVD, pictures, diagrams, practical and experiential activities.
- Allow time for reinforcement and over-learning by frequent revision.

3.1) Social, Emotional and Mental Health Difficulties (SEMH)
SEMH is an umbrella term to describe a range of complex and chronic difficulties experienced by many students and young people. The nature of SEMH means that those who suffer from it face barriers in their educational and social development. Learning difficulties can arise for students and young people because their difficulties are affecting their ability to cope with school routines and relationships.

Features
- Being withdrawn or isolated.
- Being hyperactive and lacking concentration.
- Having immature social skills.
- Emotional disorders.
- Conduct disorders/hyperkinetic disorders (including attention deficit disorder or attention deficit hyperactivity disorder [ADD/ADHD]).
- Those with anxiety.
- Those who self-harm.
- Those who have school phobia or depression.

Strategies
- Be consistent with consequences so students know what is expected of them.
- Routine: provide a structured routine with visual time clock. auditory sound cues may be helpful in addition to visual cues to help students manage their time efficiently. Convey any changes of routine to students as soon as possible.
- Classroom Responsibilities: this offers an opportunity for student to show responsibility. In order to ensure success, make sure students have an opportunity for this.
- Small Flexible Grouping: some students with SEMH may have difficulty establishing relationships with peers. Smaller groups decrease distractions and student-to-teacher ratio. Differentiation of instruction is more manageable with smaller groups.
- Choices: students may get frustrated easily when doing work. Giving students an option of when to complete the work is a powerful tool. For example, a teacher may say, "You need to get this done today. Would you rather do it now or during your break?

2.2) Social Emotional & Mental Health (SEMH) Attention Deficit Hyperactivity Disorder (ADHD)

Attention Deficit Hyperactivity Disorder is a medical diagnosis. It is used to describe students who have developmental, behavioural and cognitive difficulties and have difficulty in paying attention.

<u>Features</u>

- Inattention
- Impulsivity
- Fidgety / Hyperactivity.

<u>Strategies</u>

- ·Make eye contact with the student when speaking to them.
- Keep instructions simple, keep classroom rules clear and give very specific praise.
- Keep calm - if you get angry the student will mirror that emotion.
- Provide clear routines.
- Give advance warning when something is about to happen, or finish.
- Give two choices, avoiding the option of saying no: 'do you want to put your coat on now or when we get outside?'
- Use a variety of activities in every lesson, alternating physical and sitting-down tasks.
- Use checklists to help students work through a task or homework activity.
- Encourage the student to verbalise what needs to be done - first to the teacher then silently to themselves.
- Give the student special responsibilities so that others see them in a positive light and they develop a positive self-image.
- Seating plan.

2. 3) Social, Emotional & Mental Health (SEMH) Obsessive Compulsive Disorder (OCD)

Features

- Extreme tiredness, may be up at night doing rituals or simply exhausted by the constant battle with the thoughts and compulsions.
- School refusal.
- Repeated lateness.
- Poor concentration (may be distracted by thoughts/rituals).
- A student with OCD may keep asking to leave the room e.g. If they need to carry out rituals.
- Low self-esteem and difficulty with peer relationships.
- Separation anxiety from family particularly if their obsessions are elated to harm coming to their loved ones.

<u>Strategies</u>

- Home/school diary to ensure clear communication with regard to behavioural and circumstantial changes.
- Liaise with Head of Inclusion, HOY, read IEP.
- Monitor and report frequent requests.
- A desk signal system so the student can indicate discreetly how they are doing e.g. place a red disc on their desk if struggling and a blue disc if OK.
- Provide a scribe on a 'bad' day or offer hand-outs.
- Planning for exams and tests should be done well in advance to reduce anxiety e.g. extra time or a scribe may need to be provided to ensure that the student is not disadvantaged.
- Helping them to engage with other things if they appear very preoccupied.
- Coming up with strategies for when they worry.

2.4) Social, Emotional & Mental Health (SEMH) Oppositional Defiant Disorder (ODD)

Getting a reaction out of others is the 'chief hobby' of students with ODD. They like to see you

get angry or upset. They try to provoke reactions in people and are often successful in creating power struggles. Therefore, it is important to have a plan and try not to show any emotion when reacting to them. Plan in advance what to do when this student engages in certain behaviours and be prepared to follow through calmly.

Features

- Loses temper – irritable.
- Argues with adults.
- Actively defies or refuses adult requests or rules (e.g. refuses to complete work).
- Deliberately does things intended to annoy others (e.g. flicks stationery at staff or students).
- Blames others for the student's own mistakes.
- Angry and resentful.
- Spiteful or vindictive.
- Swears or uses obscene language.
- Opposition to authority
- Intolerance.

Strategies

- Provide consistency, structure, and clear consequences for the student's behaviour.
- Praise students when they respond positively.
- Establish a rapport with the student. If this student perceives you as reasonable and fair, you'll be able to work more effectively with him or her.
- Avoid making comments or bringing up situations that may be a source of argument for them.
- Never raise your voice or argue with this student. Regardless of the situation do not get into a "yes you will" contest. Silence is a better response.
- Do not take the defiance personally. Remember, you are the outlet and not the cause for the defiance.
- Avoid all power struggles with the student.
- Try to avoid verbal exchanges and state your position clearly and concisely.
- Always listen to this student (Don't interrupt until he/she finishes).
- Address concerns privately. This will help to avoid power struggles as well as an audience for a potential power struggle.
- In private conversation, be caring but honest. Tell the student calmly what it is that is causing problems as far as you are concerned.
- When decisions are needed, give two choices or options. State them briefly and clearly
- Give the ODD student some classroom responsibilities. This will help him/her to feel a part of the class and some sense of control.
- When you see an ODD student getting frustrated or angry, ask if a calming down period would help.
- Establish clear classroom rules. Be clear about what is non-negotiable.
- Make sure academic work is at the appropriate level. When work is too hard, students become frustrated. When it is too easy, they become bored. Both lead to problems in the classroom.

2.5) Social, Emotional & Mental Health (SEMH) Attachment Disorder

Attachment disorders are the psychological result of negative experiences with caregivers, usually since infancy, that disrupt the exclusive and unique relationship between students and their primary caregiver(s). Oppositional and defiant behaviours may be the result of disruptions in attachment.

Students with attachment disorders or other attachment problems have difficulty connecting to others and managing their own emotions. This results in a lack of trust and self-worth, a fear

of getting close to anyone, anger, and a need to be in control. A student with an attachment disorder feels unsafe and alone.

<u>Features</u>

- Outwardly charming.
- Inappropriate demanding and clingy behaviour.
- Will have problems with those closest to him/her.
- Hurtful actions, violence, cruelty, fire setting, vandalism.
- Oppositional and defiant.
- Threatening others.
- Lying – especially lying when the truth is clearly obvious to all.
- Aggression.
- Anger inappropriately displayed.
- Attendance – may miss a lot of school.
- Cause and effect thinking is impaired.
- Control – acute need to control people and situations.
- Emotional – inability to form relationships and trust people. Lacking empathy.
- Eye contact – may have difficulty with eye contact.
- Hyperactivity.
- Impulsivity.
- Manipulativeness – pits one person against another, pushes people's buttons.
- Preoccupation with blood, gore and violence.
- Social skills – can be very charming, especially with strangers.
- Verbal – persistent chatter and nonsense questions.

<u>Strategies</u>

- Establish eye contact with this student. Be firm, be consistent, and be specific.
- Remember to acknowledge good decisions and good behaviour.
- Be consistent, be fair and firm.
- Time-outs do not work for these students.
- Remain calm when sanctioning
- Time-outs do not work for these students.
- Ensure the student understands it is the behaviour which is unacceptable and not them as a person.

Sensory and/or Physical Needs

Sensory and/or Physical (S/P) Hearing Impairment (HI)

The term hearing impairment is used to describe all types of hearing loss ranging from a mild hearing loss to profoundly deaf.

<u>Features</u>

- **MILD:** the student hears most speech, but may mishear if not looking directly at the speaker, or if there is background noise.
- ·**MODERATE:** the student will have difficulty in hearing any speaker who is not close and may benefit from wearing a radio aid in addition to a hearing aid in class to amplify a teacher's voice from a distance or against background noise.
- The student will use lip-reading and visual cues to aid understanding, without realising it. The student's voice will give few clues to their having a hearing loss, but

they may miss some of the quiet high frequency endings such as 'sh', 'th' and 's'. ,

Strategies

- Look directly at the student and face him or her when communicating or teaching.
- Say the student's name or signal their attention in some way before speaking.
- Assign the student a desk near the front of the classroom.
- **SEVERE**: the student will have great difficulties without hearing aids relying on using lip-reading even with hearing aids. The spoken voice may be understandable but some speech sounds may be missing. Vocabulary will be limited and misunderstandings may occur. This student will benefit from wearing a radio aid in class.
- Speak naturally and clearly. Remember speaking louder won't help.
- Do not exaggerate your lip movements, but slowing down a little may help some students.
- Use facial expressions, gestures and body language to help convey your message, but don't overdo it.

Sensory and Visual Impairments

Visual impairments range from mild to severe - most students with sight problems
are educated in mainstream schools where, given appropriate support, they can
do well. In some cases, however, students' problems are not recognised or
sufficiently understood and it is in these cases that problems tend to arise.

Features

- Inflamed, weepy, cloudy or bloodshot eyes.
- Squints and eyes that do not seem to be aligned and working together.
- Rapid, involuntary eye movements.
- Continual blinking, rubbing or screwing-up of eyes.
- Discomfort in bright light.
- Holding their head in an awkward position or holding their book at an angle.
- Frequent headaches or dizziness.
- Poor balance.
- Failure to respond appropriately to questions, commands or gestures unless addressed directly by name.
- Inappropriate response to non-verbal communication.
- Difficulty in copying from the board.

Strategies

- Always give clear instructions and descriptions - the student may mis-read gestures and facial expressions.
- If the child has glasses, ensure they are clean and are worn at all times.
- Use the student's name to get their attention - looking at them may not be enough.
- Allow them to sit at the front of the class or near to the board.
- Allow extra time for finishing tasks.
- Always provide them with a book of their own rather than expecting them to share.
- Do not stand with your back to the window; this creates silhouetting and makes it harder for the student to see you.
- The student with impaired vision will tire more quickly than their peers - short tasks are preferable to long, sustained sessions.
- Draw the student's attention to displays - otherwise they may go unnoticed.
- Avoid cluttering the pages of worksheets with illustrations and ornate script.
- Enlarge the text to16 point or 18 point where possible.

- Remember that lower case script is easier to read than CAPITAL LETTERS, because it has ascenders and descenders to give it a more distinctive shape.

<u>UNIVERSAL – GOOD QUALITY TEACHING IN CLASS WITH DIFFERENTIATION FOR SEN</u>

Speech & Language	Social Communication Difficulties / Autistic Spectrum Disorders	SEMH
Good teaching including: - · Differentiation for learning level and learning styles (kinesthetic, visual, auditory) · Breakdown of tasks and instructions into manageable chunks · Visual cues and support · Opportunities to model and rehearse sentences and vocabulary for speaking, reading and writing e.g. use of drama · Structure of activities to promote active listening; games to develop listening skills. · Social skills taught/ modelled e.g. turn taking, discussion points modelled, active listening. · Provision of enabling environment that supports all children to participate. · Parenting classes on developing communication e.g. PCI groups. · Prior teaching of language needed to take part in activities. ·Participatory teaching styles – paired talk; group interactions; targeted differentiated	· Differentiation for learning level and learning styles (kinesthetic, visual, auditory) · Breakdown of tasks and instructions into manageable chunks · Visual cues and support · Activities/games to develop listening skills · Opportunities to model and rehearse sentences and vocabulary for speaking, reading and writing eg use of drama · Social skills taught/ modelled eg turn taking, discussion points modelled, active listening. · Provision of enabling environment that supports all children to participate · Adult leads activities which promote involvement · Prior teaching of language needed to take part in activities · Activities/games to develop memory skills. · Variety of recording tools used (e.g. talking tins, talking photo albums, microphones, video etc)	·Differentiated curriculum including different learning styles (kinesthetic, visual, auditory) · Consistent rules linked to clear policy · Clear boundaries and consequences consistently applied modelling and rehearsal · Expectations tailored to needs of child · PSHE curriculum taught e.g. SEAL / Ealing PSHE curriculum · Model ways of solving conflict/ emotional difficulties · School policy to include parental and staff behaviour expectations · Staff and parents to be well trained in supporting and modelling good behaviour and coping strategies. · Circle time (E.g. small group sharing time in a circle) · Rewards (including praise) fairly and consistently applied · Participatory teaching style · Variety of groupings dependent on need and objectives

questioning /commenting. · Variety of recording technologies incorporated e.g. "talking tubs", video, ICT · Games to develop memory skills. · Staff trained on inclusion development programme for SLCN and/or ASD		

Visual Impairment	Hearing Impairment	Physical
·Ensure that basic classroom management strategies are in place. ·Glasses, if prescribed should be worn and kept clean · Preferential seating towards the front of the group · Uncluttered classroom environment · Optimum lighting	· Ensure that basic classroom management strategies are in place · Preferential seating towards the front · Ensure that teacher speaks clearly to facilitate lip reading · If hearing aid(s) have been prescribed ensure that are worn and functioning properly	· Risk assess all areas and make amendments to ensure safety and accessibility · Plan and ensure access to all areas ensure social inclusion and support with peer relationships · Moving and Handling training

conditions	· Keep background noise to a minimum
· Individual copies of texts	· Ensure there is good lighting for child to see teacher's face
· Accessible classroom displays	· DVD, television: subtitling to be used or transcript prepared
· Use clear, unambiguous language and ensure verbal instruction are clear and brief	· Ensure teacher remains at front when speaking
· Avoid ambiguous language such as `over there	· Teacher to give context to what they say by using visual aids, role play, pictures, slides
· Be aware that a loss of vision may adversely impact on a pupil's social confidence and ensure that there are opportunities for the pupil to interact socially with peers	· Teachers to repeat, rephrase, explain, simplify language and clarify by asking pupil clear but open questions
· Provide regular opportunities to gain child's views on overall well-being	· Ensure teacher faces child/group when speaking and allows time for child to copy or write notes before speaking again
· Ensure a clinical report on the pupil's eye condition is available.	

Literacy	Numeracy
· Differentiated curriculum	· Differentiated curriculum
· Adult leads activities which promote involvement, modelling and rehearsal	· Adult leads activities that promote involvement
· Variety of groupings dependent on need and objectives	· Modelling and rehearsal
· Visual support	· Maths workshops for parents to support children
· Vocabulary rehearsal and prior teaching of language needed followed up by display to give visual prompts	· Investigative opportunities
· Paired talk	· Visual support - e.g. number lines
· Synthetic phonics programme	· Vocabulary rehearsal
· Work on all aspects of curriculum speaking and listening, phonics, comprehension, composition, editing, handwriting	· Concrete apparatus used to support learning
· Use of ICT programmes - e.g. clicker 5 and 6, 2 simple to tell a story	· Variety of groupings dependent on need and objectives.

· Sentence structure and organisation · Vocabulary support · Additional 1:1 reading/ home reading programme with parent workshops to support · Peer discussion and evaluation.	

Appendix 2 - Learning Support Department

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                    │  Gurvinder Nayyar   │
                    │     Assistant       │
                    │    Headteacher      │
                    │     Inclusion       │
                    └─────────────────────┘
                              │
                    ┌─────────────────────┐
                    │    Fay Hudson       │
                    │      SENCO          │
                    └─────────────────────┘
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Monika Siek	Christie Tremain	Naz Bordekhony	Bal Jassal
Deputy SENCO	Deputy SENCO	SEN Administrator	ARP Manager
Teaching Assistants	Teaching Assistants	Teaching Assistants	ARP Teaching Assistants