

Morecambe Community High School Special Educational Needs /Disability (SEN/D) Policy

Vision Statement

Morecambe Community High School is an inclusive learning community that is committed to ensure that all students are able to achieve the best possible progress and are supported to become assured and independent learners whatever their needs or abilities.

Inclusion Statement

Morecambe Community High School SEN/D policy is inclusive, enabling students with Special Educational Needs/Disabilities to join in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the student receiving the special educational provision and the efficient education of the students with whom they are educated.

Aims

The staff and governors of Morecambe Community High School will endeavour to ensure that the necessary provision is made for all SEN/D students to receive a broad, balanced and relevant curriculum, that they are given the opportunity to reach their full potential, and that they are fully included within the school community.

Morecambe Community High School will use its best endeavours to identify students with special educational needs as early as possible, ensure that the Special Educational Needs of students are made known to all who are likely to teach them and that all teachers in the school are able to identify and provide for those students.

Morecambe Community High School will, where reasonably possible, provide opportunities for staff to develop their knowledge and understanding of Special Educational Needs and to support staff in the provision of positive whole school approaches towards the learning, progress and achievement of SEN/D students.

Morecambe Community High School will endeavour to support students with Special Educational Needs/Disability to develop self esteem, confidence and independence so that they are able to take responsibility for their own learning and behaviour.

Morecambe Community High School will, as far as is reasonably possible, foster communications with all stakeholders including the Local Authority, school, parents/carers, students, children's services, health and all other agencies to support students with Special Educational Needs/Disability.

Morecambe Community High School is an inclusive school and is therefore committed to welcoming all students. Adjustments will be made where necessary and where possible to enable all students for whom Morecambe Community High School is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be considered on an individual basis.

Legislative framework

Morecambe Community High School SEN/D policy for students with Special Educational Needs or Disabilities is governed and informed by the statutory framework set out in:

- Education Act 1996
- SEN code of practice 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Equality Act 2010
- Children's and Families Act 2014
- SEND code of Practice: 0-25 2014

Definition of SEN/D as detailed in the SEND Code of Practice (2014)

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

A child 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 hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means educational provision which is additional to, or different from that made generally for children of the same age by mainstream schools, post -16 institutions.

Special educational Needs Code of Practice 2014
(introduction xiii–xv page 4)

Definition of Disability as detailed in the Equality Act 2010

A person has a disability if he has physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Equality Act 2010 C.15 Part 2 Chapter 1 Section 6

Morecambe Community High School will have regard to the SEN/D Code of Practice when carrying out its duties towards all SEN/D students and ensure that parents / carers are informed by the school that SEN/D provision is being made for their child.

Management of SEN/D within School

Governing body

The Governing body will do its best to ensure that the necessary provision is made for any student who has special educational needs. The governing body has identified Mr. Stephen Williams as the governor with responsibility for SEN/D. He will meet with the Headteacher and SENCo regularly (at least once a term). The governing body will report to parents on the implementation of the school's policy for students with SEN/D as required (Section 317, Education Act 1996) and have regard to the Code of Practice when carrying out its duties towards all students with special educational needs/disabilities.

Headteacher

The Head teacher has responsibility for the day to day management of all aspects of the school's work including the provision of students with SEN/D.

The Headteacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the Faculty Director of Learning Support (SENCo). The SENCo's name is Mrs. Anne Rickards. The SENCo has Qualified Teacher Status, and has gained the National Award for SEN Co-ordination and is a Specialist Teacher for SpLD Dyslexia.

SENCo

The SENCo is responsible in particular for:

- i. The day-to-day operation of the school's SEN policy and for co-ordinating provision for students with special educational needs, liaising with the Designated Teacher for Looked After students with SEN working closely with staff, parents/carers and other agencies.
- ii. Advising on a graduated approach to providing SEN support.
- iii. Liaising with Faculty Directors, Heads of Departments and Pastoral Heads to improve the identification of and support for students with special educational needs.

- iv. Maintaining the SEN register, overseeing the records, including monitoring and recording progress of all students with special educational needs.
- v. Takes the lead in further assessments of a student's strengths and weaknesses to guide future planning to meet the student's needs.
- vi. Managing and deploying the school's teaching assistants and specialist teachers.
- vii. Establish the arrangements for monitoring, reviewing and evaluating the effectiveness of the SEN provision.
- viii. Liaising with and advising other members of school staff including contributing to the professional development of staff and supporting newly qualified teachers.
- ix. Liaise with the Assistant Head with responsibility for Inclusion, Lead Teacher for Behaviour and LINC manager who oversee the education, behaviour and development for students with Social, Emotional and Mental Health (SEMH).
- x. Liaising with parents/carers of students with special educational needs.
- xi. Liaising with external agencies, including the Lancashire Inclusion and Disability Service, educational psychology service, School Nurse, health, social care and YPS.
- xii. Liaise with feeder primary schools and colleges prior to transition.
- xiii. Assessing students for examination access arrangements.

Staff

All school staff have a responsibility for students with SEN/D. All teachers are responsible for meeting the needs of all students by providing Quality First Teaching that is differentiated and personalised to meet the individual needs of the majority of students. Teachers are responsible for the students in their classes with special educational needs and must plan for their needs by further differentiation of the curriculum and manage the deployment of any support staff that are in the lesson. Staffs are aware of their responsibility towards students with SEN/D, whether or not the students have an Educational Health and Care Plan (EHC) or statement of special educational needs. Teachers will review progress and complete progress reviews and EHC/Statement reviews. All teachers have a responsibility to bring to the attention of the SENCo any student whose needs they believe are not being met. Specific staff responsibilities are identified in individual job descriptions.

Admissions

Students with special educational needs will be admitted to Morecambe Community High School in line with the school's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will maintain good links with the feeder primary schools to ascertain whether a student has been identified as having special educational needs and parents will be given the opportunity to discuss any concerns prior to transfer. If the school has been alerted to the fact that a student may have special educational needs, the school will endeavour to collect all relevant information and plan a relevant differentiated curriculum.

Identification, Assessment and Provision

Identification

SEN/D students may be identified through the teachers' observations and assessment, standardised assessments (SATs, CAT, WRAT etc). A formal system of reporting concerns with regard to any aspect of learning, progress or behaviour is in place. Parents / carers, or external agencies may raise concerns about progress, attainment or behaviour.

Identification at Transition

At transition the SENCO and the Year 7 Progress Attainment Leader meet the year 6 teachers and SENCOs prior to transfer to discuss year 6 students and in particular those students who are on the SEN register. Additional visits are made by Learning Support staff to complete assessments in order to establish the needs of individual students. The results of these assessments are discussed with parents and appropriate intervention is planned. The SENCO also attends transition reviews to discuss and plan for the specific needs of individual SEN students. For a small number of identified students, additional visits to high school are arranged to facilitate a smooth transition.

Year 7 students complete reading, spelling and cognitive ability assessments at the start of the autumn term. New students other than Year 6 students are assessed for literacy and numeracy prior to joining the school and information from previous school is gathered.

Assessment

Annual reading and spelling assessments for students in Year 7, 8 and 9 take place towards the end of the summer term. Students who have failed to make adequate progress will be considered for intervention.

Students on the Additional Needs Register have their progress tracked termly. School uses the progression guidance as the bench mark for adequate progress; students who fail to make adequate progress may be referred to the Learning Support and an assessment of the student's needs may be made.

Graduated Response

Morecambe Community High school will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a student is identified as having special educational needs, the school will intervene at either, **Wave 2** or **Wave 3** to enable Morecambe Community High School to match special educational provision with individual students needs. **Wave 1** intervention is provided through Quality First Teaching by the class teacher.

Early Concerns

The progress made by all students is regularly reviewed and monitored. Initially, concerns raised by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom – Wave 1.

Where progress is not adequate, it may be necessary to take some additional or different action to enable the student to make more effective progress.

Adequate progress can be defined in a number of ways including:

- closing the attainment gap between the child and their peers
- preventing the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the student's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the student's behaviour

A Student is at Wave 2 or Wave 3 if they continue to make inadequate progress because they have a Special Educational Need that requires a more specialised or individualised level of support. The triggers for Wave 2 or Wave 3 could be that despite receiving Quality First Teaching at Wave 1 the student:

- Continues to make little or no progress in specific areas over a long period;
- Continues to have difficulty developing literacy and mathematics skills;
- Has emotional, social or health needs which substantially and regularly interfere with the student's own learning or that of the class groups
- Has SEN/D or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or interaction difficulty that impedes the development of social relationships which causes a substantial barrier to learning.

The above is a graduated response of action and intervention when a student is identified as having special educational needs, but must not be regarded as steps on the way to statutory assessment. The interventions are a means of

matching special educational provision to the student's needs, and are therefore part of the continuous and systematic cycle of Assess Plan Do Review within our school to enable all students to learn and progress. Advice and support may be requested from the Educational Psychology Service and a Consultation Request will be made. Following consultation advice it may be deemed appropriate to request a statutory assessment.

Statutory Assessment of SEN/D

In a very few cases, if a student continues to demonstrate significant cause for concern despite sustained interventions at Wave 1, 2 and 3, a request may be made to the Lancashire Education Authority for Statutory Assessment either by the school, by the parent or by another agency eg health authority, social services. In exceptional circumstances, a student may be referred straight to Statutory Assessment.

This assessment will decide the nature of the provision necessary to meet the young person's SEN/D. If this cannot reasonably be met by the school, then the LEA may provide extra resources. Where a request for a statutory assessment is made to Lancashire Education Authority, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LEA detailing:

- the school's action through the graduated response
- 2 cycles of Assess Plan Do Review
- records of regular reviews and their outcomes
- the student's health including the student's medical history where relevant
- CAF and TAF in place
- Academic progress especially attainments in literacy and mathematics, and assessments from an advisory an educational psychologist or
- views of the parents and of the student
- involvement of other professionals for example involvement by the specialist support teacher or social services.

Planning and Reviewing

Parents will be involved in the assessment and planning for their child's needs. Intervention will focus on expected outcomes and progress will be reviewed against these outcomes at the end of the cycle of intervention. Parents will be included in the evaluation and planning for further intervention if required.

SEND Students will have a student profile that highlights the student's strengths and areas that require development. Included in the profile will be a appropriate strategies and advice for staff, assessment data and provision map. These will be reviewed each term.

Review

Parents/carers and students are invited to attend a termly progress review. Teachers, learning support staff and outside agencies submit a written review.

The impact of the interventions will be assessed and this together with the teacher's assessments will inform future planning.

EHC/Statement Reviews

All EHC plans/statements will be reviewed at least annually with the statement review taking place in school, if necessary school or the parents / carers can request an early review. The parents / carers, the student and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the statement. Students participate in their Annual Reviews by:

- Submit their views in writing
- Attend the review itself.
- Discussing their achievements / concerns / issues in advance of the review meeting with parents/carers or others as appropriate.
- Offering their opinion and advice in the setting of targets

The SENCo or other designated person will then discuss the outcome of the in-school review and inform Lancashire Education Authority. At the Annual Review at the end of KS4 the aim should be to give clear recommendations as to the type of provision required Post 16.

Curriculum Access and Provision

Morecambe Community High School supports and operates a policy of curriculum entitlement, which permits and encourages all students to receive their full curriculum entitlement. Curriculum access and progress is facilitated through setting clear and appropriate learning objectives and the provision of differentiated learning opportunities and resources as outlined in subjects' Schemes of Work/ Programmes of Study and is supported by effective liaison between subject teachers and SEN staff.

All students are taught in their own class groups or sets, in-class support is provided as appropriate. Students are only withdrawn to undertake specific programmes of work related to their additional learning needs. In class support is provided by a dedicated team of qualified Level 2, Level 3 and Higher Level Teaching Assistants who facilitate curriculum access and promote independent learning through further differentiation or explanation of the work set.

Learning Support offers additional numeracy and literacy intervention before school and during morning registration. Homework club provides support for students at both KS3 and 4 four nights a week. Students who find unstructured parts of the school day such as break and lunch time may, if appropriate, be invited to attend break and lunch club.

Students with very specific needs may be withdrawn from specific lessons or subjects. These students may then follow a specific program such as Nurture, Literacy, communication and language skills or Foundation Learning. Some students may require additional support from a Specialist teacher, the school

will, where possible, endeavour to enable a student to have access to a teacher with the appropriate specialism as resources and availability allow.

Students with a reading or spelling standard score below 85 are considered for wave 2 literacy intervention. Students with a reading or spelling standard score below 89 are considered for wave 1 literacy intervention. Students who require wave 2 or 3 level of intervention in literacy and or numeracy may be withdrawn from one foreign language to follow a phonics language course and or numeracy catch up.

School's Learning Nurture and Inclusion Centre (LINC) offers short term withdrawal facilities, Nurture Group, Girl's/Boy's Group and Anger Management sessions for students with social, emotional or behavioural difficulties (see separate Behaviour Policy for details)

Students who meet the criteria for access arrangements for examinations will be offered these arrangements for examinations and assessments in years 7 - 13.

All teachers are responsible for teaching students with SEND. All students, including those with special educational needs, are actively encouraged to become fully involved in all aspects of school life. Reasonable adjustment is made to enable students with SEN/D to be included in all aspects of school life, including trips, so far as it is reasonably practical so that it does not compromise the efficient education of students with whom they are educated and is an efficient use of resources. Parents are encouraged to work in partnership to support the involvement of their children in all educational opportunities available.

Monitoring Student Progress and Effectiveness of Provision

Student progress is tracked and action taken if progress is not adequate. Formal and informal assessments are used to monitor progress. Learning Support staff meet fortnightly to assess progress and respond to students' changing needs where possible. Faculty and Subject heads ensure that teachers monitor and evaluate the progress of SEN/D students and that they provide appropriate teaching and learning opportunities which lead to good progress against baselines. Student progress following intervention is evaluated both in terms of progress and cost effectiveness. Staff promote an atmosphere of mutual respect, trust, co-operation and encourage students to develop independence, initiative and self-reliance.

Effective Communication

All staff have access to the SEND Register and Student profiles. Information about each area of difficulty together with effective strategies advice and guidance is provided for each student on the register. All staff are expected to submit a written review on progress and areas for development for reviews.

The parents/carers of students to be placed on the SEND Register are notified of any proposed additional provision and are invited to become involved where appropriate. Parents/carers are invited to reviews. All parents/carers of students with an EHC/Statement are fully involved in the statutory annual review process. Parents/carers are encouraged to contact school to discuss progress or concerns.

Outside agencies will be involved, as appropriate, in discussions and meetings to plan support for students with SEN/D. School will involve the YPS adviser in supporting students with SEN/D and invite a representative to all Year 9 and 11 EHC/statement review meetings. Effective links are developed and maintained with outside agencies or other education providers including Lancaster and Morecambe College, Health Service, Educational/Clinical Psychologists, Children's Mental Health Services.

The work of the Learning Support Faculty seeks to underpin both the academic and pastoral systems thereby ensuring all students with special educational needs are fully integrated into school life and that they are not socially or academically disadvantaged by any additional arrangements made. Parental involvement is crucial to the success of any intervention and they are regularly consulted and invited to come in to school to discuss relevant issues in order to facilitate effective school responses to individual need.

Specialist Provision, Resources and Facilities

The school has Specialist Teachers for SpLD Dyslexia and Hearing Impaired. It has a Specialist Teaching Assistant for Autistic Spectrum Disorder. Specialist teachers for other difficulties are employed as required.

Learning Support has full time equivalent of 12.2 TAs. These include HLTA for maths and HLTA for SEND. Level 3 TAs have responsibility for a specific need - Literacy, Autistic Spectrum Disorder, Medical Needs/ Physical Needs, Hearing Impaired, Visually impaired and KS4. Level 2 TAs work in class under the guidance of a teacher, HLTA or level 3 TA.

Additional teachers are employed to reduce the class size of some sets to reduce the student teacher ratio.

Whole school INSET, will where, possible be delivered to all teaching staff. Additional professional development opportunities to improve staff knowledge and understanding of a range of SEN/D will be provided if required or requested. Opportunities, where necessary, are available for staff to attend specific courses relating to a specific need or difficulty.

The school will endeavour, where possible, to make use of specialist technological aids, provision of additional ICT resources, specialist software to facilitate curriculum access and curriculum teaching/support materials as required or appropriate.

School will, when appropriate, and if resources permit, facilitate a reduced or alternative curriculum, including extended work experience/college placement for specific KS4 students.

The physical environment of the school has, where feasible, been adapted to ensure that there are disabled toilet facilities in the Lawther Library, Technology Block and Sports Hall. Ramps have been installed to facilitate access to the ground floor of all building and a lift to access the upper floor of the main building. The listening conditions in classrooms have been improved by carpeting.

Students whose medical/physical needs impact directly on their ability to access the curriculum have an Individual Health/Care Plan written, in consultation with parents and the School Nurse, which informs staff of the nature of the difficulty, what constitutes an emergency and how to respond. A copy of the Care Plan is posted in the staff room.

If a student has a statement of special educational needs the school will ensure that his/her progress and levels of attainment are closely monitored and that review meetings are held annually, or more often if required, involving the student, their parent/carer and all relevant adults. A report is forwarded to the LEA for their consideration.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should discuss this, in the first instance, with the SENCo, Mrs Anne Rickards. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head Teacher. If the Head is unable to resolve the difficulty the parents/carers should put their concerns in writing to the SEN Governor, Mr, Stephen Williams. The Chair of Governors, Mrs Catt, will be involved after other avenues to resolve the situation have been exhausted. Parents may request support from the LEA's 'Parent Partnership' representative.

Evaluation

- Student achievement e.g. increase in literacy/numeracy scores, closing attainment gap with peers, number of achievement points, reduction in behaviour points.
- PAP sheets ASP data
- SEN students achieving or exceeding their target grades in external examinations (GCSE, BTech, GNVQ).
- Increased confidence levels and ability to become independent learners.

- Reduction in level of support required
- Number of students requiring special exam concessions by the end of KS4.
- Parental satisfaction.
- Parental requests for their children with SEN/D to be educated at Morecambe Community High School.
- SEN/D issues included in development planning.
- Number of students with SEN/D accessing further education or employment opportunities.
- Involvement of all staff in INSET opportunities related to SEN/D.
- Analysis and publication of OFSTED reports.

Review of SEN/D Policy

Policy Date September 2017

Review Date July 2018

Morecambe Community High School Provision Map Wave 1, 2, and 3

Need	Potential Threshold for Additional Provision	Wave 1	Wave 2	Wave 3
		<p>The Teacher must provide further differentiation of the curriculum and homework.</p> <p>Other strategies may include:</p> <ul style="list-style-type: none"> • Small group work in lessons • Reduced Class size • Possible In Class support • Subject teacher targeted extra-curricular intervention • Exam concessions eg lap top, extra time 	<p>The Teacher must provide further differentiation of the curriculum and homework.</p> <p>In addition to Wave 1 strategies Learning Support /LINC may provide:</p> <ul style="list-style-type: none"> • Targeted small group or 1:1 withdrawal work for a limited time • Possible In Class Support • Possible outside agency and/or specialist teacher involvement • Possible Exam concessions eg reader/scribe <p style="text-align: center;">No Pupil Profile</p>	<p>The Teacher must provide further differentiation of the curriculum and homework.</p> <p>In addition to Wave 1 strategies Learning Support /LINC may provide:</p> <ul style="list-style-type: none"> • Targeted small group or 1:1 long term withdrawal work • Probable In Class Support • Probable outside agency and/or specialist teacher involvement • Possible EHC/Statement • Possible Exam concessions eg reader/scribe, modified paper <p style="text-align: center;">Pupil Profile - Termly Meeting with Parent</p>
Autistic Spectrum Disorder e.g. Asperger's (ASD)	<ul style="list-style-type: none"> • Concerns raised by staff/parents social difficulties & access to curriculum • Clinical diagnosis 	<ul style="list-style-type: none"> • Targeted support to identify/establish routines • Possible support during unstructured times of day • Identify areas of key need/concern and develop appropriate coping strategies 	<ul style="list-style-type: none"> • Year 7 - 6 week Social skills group • Possible in class support • Behaviour management • Lunch/Break • Club Brain Gym • Transition plan • Possible 1:1 work with 	<ul style="list-style-type: none"> • Possible in class support • Named TA to provide first point of reference • Possible 1:1 work with specialist ASD teacher • Possible individual support to access modified curriculum as appropriate • Possible Individualised support

			specialist ASD teacher	strategies in place • Exam concessions
Dyspraxia (SpLD)	<ul style="list-style-type: none"> Poor motor skills Poor co-ordination Problems with organisation 	<ul style="list-style-type: none"> Teacher may provide print out of work. Peer/adult support to record essential work Use of ICT where possible Differentiated practical subjects e.g. PE, RM 	<ul style="list-style-type: none"> Assessment by OT, IDSS Brain Gym 	
Learning	<ul style="list-style-type: none"> Failure to make adequate progress, despite appropriate differentiation of the curriculum Average CAT scores below 79 	<ul style="list-style-type: none"> Ability setting Curriculum differentiation by class teacher Different resources Possible targeted support 	<ul style="list-style-type: none"> Possible in class support Before/after school support Exam concessions 	<ul style="list-style-type: none"> W/d by Teacher/HLTA/TA3 for long term small group or 1:1 tuition Possible in class support Possible Alternative Curriculum at KS4
Literacy (SpLD)	<ul style="list-style-type: none"> WRAT SS<90 English End of KS2 below 90 English End of KS3 below level 5 Uneven CAT profile Attainment Below student's expected progress 	<ul style="list-style-type: none"> Possible targeted support Different resources After school support sessions Facilitate Exam concessions 	<ul style="list-style-type: none"> Year 7 Literacy catch up 6-12 weeks of literacy 1:1 or 2:1 Possible in class support Before/after school support Exam concessions 	<ul style="list-style-type: none"> W/d for small group or 1:1 long term tuition – with Specialist teacher/HLTA/TA3 Higher level of targeted support Possible in class support
Medical	<ul style="list-style-type: none"> Medical problem which impacts on learning e.g. Cystic Fibrosis, ME, MS, ADHD 	<ul style="list-style-type: none"> Health Care Plan in place Advice re special arrangements appropriate to need Possible targeted support Different resources Facilitate Exam concessions 	<ul style="list-style-type: none"> Health Care Plan in place Health Care professional involvement Possible in class support Before/after school support Exam concessions 	<ul style="list-style-type: none"> Possible individual support to access modified curriculum as appropriate Possible in class support Named TA to provide first point of reference
Numeracy (SpLD)	<ul style="list-style-type: none"> Maths KS2 below level 90 KS3 Level below level 5 	<ul style="list-style-type: none"> Possible targeted support Different resources After school support sessions 	<ul style="list-style-type: none"> Year 7 Numeracy catch up 6-12 weeks of numeracy 1:1 or 2:1 	<ul style="list-style-type: none"> W/d by Teacher/HLTA/TA3 for long term small group or 1:1 tuition

	<ul style="list-style-type: none"> • Significant discrepancy between numeracy & CAT scores • Attainment below individual student's expected progress 	<ul style="list-style-type: none"> • Facilitate Exam concessions 	<ul style="list-style-type: none"> • Possible in class support • Before/after school support • Exam concessions 	<ul style="list-style-type: none"> • Possible in class support
Physical (PD)	<ul style="list-style-type: none"> • Physical difficulty which impacts on learning/inclusion (e.g. physical disability, complex medical) 	<ul style="list-style-type: none"> • Differentiation of practical tasks as appropriate 	<ul style="list-style-type: none"> • Possible targeted in class support for specific subjects e.g. PE • Exam concessions 	<ul style="list-style-type: none"> • Possible individual support to access modified curriculum as appropriate • Possible in class support
Sensory impairment (HI/VI)	<ul style="list-style-type: none"> • Visual or hearing impairment which impacts on learning 	<ul style="list-style-type: none"> • Advice to staff re- appropriate strategies • Targeted in-class support • Modified resources 	<ul style="list-style-type: none"> • IDSS involvement • Possible in class support • Before/after school support • Exam concessions 	<ul style="list-style-type: none"> • W/d by Teacher/HLTA/TA3 for long term small group or 1:1 tuition • Possible in class support • Named TA to provide first point of reference
Social Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> • Concern raised by class/form teacher • History of exclusion/isolation • ADHD • Attendance below 85% • Bereavements • Outside Agency Involvement • Self referral 	<ul style="list-style-type: none"> • Possible targeted support • Behaviour management strategies • Before/After school support sessions • Facilitate Exam concessions if applicable 	<ul style="list-style-type: none"> • Short term group work with LINC or 1:1 • Possible in class support • Before/after school support • Exam concessions if applicable • Counselling • Possible School Nurse involvement 	<ul style="list-style-type: none"> • W/d for small group or 1:1 long term – with LINC • Possible support from behaviour specialist • Involvement of external agencies eg CAMHS • Key worker • Possible Alternative Curriculum
Speech, Language	<ul style="list-style-type: none"> • Difficulties with 	<ul style="list-style-type: none"> • Possible targeted support 	<ul style="list-style-type: none"> • Possible in class support 	<ul style="list-style-type: none"> • W/d for small group or 1:1 long

& Communication (SLCN)	processing language – receptive/expressive vocabulary	<ul style="list-style-type: none"> • Modified or Different resources • After school support sessions • Facilitate Exam concessions 	<ul style="list-style-type: none"> • Before/after school support • Exam concessions 	term tuition – with Specialist teacher/HLTA/TA3 <ul style="list-style-type: none"> • Higher level of targeted support • Possible in class support
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