

Special Educational Needs and Disability (SEND) Policy

James Brindley School

Date ratified by the Governing Body: 27th

To be reviewed (annually) by:
Full Governing Body Committee

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SEND Policy

1. Introduction

1.1 Rationale

James Brindley School (JBS) provides education to children and young people who are either hospital in-patients or pupils unable to attend a mainstream or special school by reason of their medical needs both physical and mental health related. As such, the majority of the Academy's cohorts across the different provisions will be experiencing either a temporary or permanent SEND. The Academy's focus is on ensuring that every pupil has access to all possible opportunities allowing them to reach their academic potential, whilst also growing physically, socially and emotionally.

JBS believes that every child is unique and therefore one approach does not fit all pupils. With this in mind, all staff take into account the need for a personalised, broad and balanced curriculum while recognising that pupils' have varying life experiences.

The Academy has high expectations for all pupils regardless of social setting and background, gender, attainment, ethnicity and special need or disability. We ensure that all pupils have access to the full range of opportunities provided by the school.

This policy has been developed to ensure that the academy complies with the requirements of:

- [SEND Code of Practice: 0 to 25 years \(DfE, 2015\)](#)
- [Supporting Pupils at School with Medical Conditions \(DfE, 2015\)](#)
- [Equality Act 2010](#)
- [Human Rights Act 1998](#)

Statements of SEN are currently in the process of being replaced by Education, Health and Care (EHC) Plans. Statements which currently exist remain valid but will gradually be transferred into EHC Plans by April 2018. These changes will take place at key transition points, which at James Brindley School, would usually be in preparation for transfer to post-16 provision (for further information about transfer of statements to EHCPs see www.childrens.mycareinbirmingham.org.uk)

1.2 Aims

This policy aims to:

- ✓ Ensure all pupils reach their full educational potential and have equitable access to the curriculum and enrichment opportunities offered
- ✓ Safeguard that the pupil's and parent's voices are heard at every stage of their journey with the academy; when setting out support, assessment and planning outcomes
- ✓ Reduce barriers to learning and achievement by providing each pupil with a personalised learning programme that is differentiated according to their need
- ✓ Ensure all staff understand their responsibility for assessing and identifying individual pupil need and for planning a curriculum which meets the full range of pupil's needs and abilities.
- ✓ Set out the expectations of JBS staff in working in close partnership with other professionals
- ✓ To ensure that all pupils with SEND are able to make a successful transition to further education.
- ✓ Fulfils the Academy's legal obligations with regard to SEND

2. Policy

- The Academy's SEND policy will be available on the school website and will be kept up-to-date.
- Training will be provided annually to all staff on inclusion and differentiating learning.
- The school curriculum lead will work in partnership with the SEND lead to ensure that the curriculum is accessible to all pupils.
- No decision will be made in isolation, but in collaboration with wider professionals, the parent and pupil.
- JBS will ensure that all parents are aware of their rights associated with Education Health and Care Plans (EHCPs) and request of said plans.
- The school will ensure that an accurate SEND support list is maintained.
- All teachers must ensure that they follow the requirements of pupil's EHCPs as this is a legal requirement.
- There will be a nominated SEND link Governor who will be responsible for liaising with the leadership team.
- There will be a member of the leadership team who is accountable for SEND within the Academy.
- The Academy's SEND offer will be available on the school website and updated annually.

3. Provision

The provision must:

- Be a partnership between the school, pupils and pupil's parents/carers.
- Take into account the wishes and feelings of the pupils.
- Reflect and match needs, academic as well as personal and social development
- Have high ambitions and set challenging targets.

3.1 Meeting the Aims

The provision will meet the aims in the following ways:

- The Vice Principal (Personal Development, Behaviour & Welfare) will be accountable for SEND at James Brindley School.
- JBS will be staffed to meet the needs of pupils with a range of complex and special educational needs.
- Pupils with an Educational, Health and Care Plan (EHCP)/statement of Special Education Needs are resourced by the local authority in accordance with the authority funding formula.
- Each pupil will have equality of opportunity with regard to curriculum access, designed to meet individual needs. Resources are allocated to ensure that maximum effort is made to ensure this access.
- All staff will receive training in a wide range of strategies to enhance provision of pupils with special needs.
- All staff will personalise learning for each pupil based on identified needs.
- Providing an atmosphere of encouragement and high expectation for all pupils and enable them to take risks and make mistakes without fear of criticism as equality is embedded throughout the life of the school and inclusion is for all.

- In line with the school code of conduct manage pupil behaviour as per [school behaviour policy](#).
- Annually review the progress of each child including the objectives in the EHCP plans (refer to [appendix 2](#)).
- There will be coordinated inclusion meetings, half termly attended by all SENCOs ([appendix 14](#))

4. Curriculum

The school will provide a broad, balanced and differentiated curriculum for all pupils and achieve this by:

- Setting appropriate learning challenges and targets associated with high expectations.
- Overcoming barriers to learning ensuring an appropriate learning environment
- Creating a strong and effective home and school relationship
- Providing advice and support in meeting the needs of the pupils
- Develop early identification of need and early intervention strategies to support them.

For further information regarding the curriculum, please refer to the school's [curriculum statement](#).

5. SEND Support List

The SEND support list details all pupils across James Brindley School who are identified as requiring SEND support. The list is maintained and generated through the school's central management information system (CMIS). This includes statemented/EHCP pupils and those who require additional needs but do not meet the threshold for requiring an EHC assessment of needs.

It would be expected that all pupils in the teaching centres and sole registered pupils in Short Term Provision (STP) would be on this list. It is the responsibility of the SENCO to ensure that this list is kept up-to-date.

6. Reviews

The school follows a graduated approach of Plan, Do, Review (PDR), whereby all pupils are set targets to achieve throughout the year. All documentation is recorded on the annual review form ([appendix 1a](#)) and copies are sent to parents and SENAR on completion.

6.1 Termly Reviews

- ✓ All pupils in teaching centres, who appear on the SEND support list will have a PDR ([appendix 1b](#)).
- ✓ The PDR will set out targets and any provision made that is additional to and different from usual classroom provision. Curriculum targets will be used to inform those of the PDR.
- ✓ PDR targets will be reviewed termly and targets will be in line with the high expectations the school has with regard to all pupils.
- ✓ For pupils with an EHCP, provision will meet and coordinate with the recommendations on the plan.

- ✓ The SENCO, in conjunction with the sector administration team, is responsible for keeping this information up to date half termly.
- ✓ The PDR plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on two or three individual targets that closely match the pupil's needs.
- ✓ An action plan will be created through discussion with both the pupil and the parent/carer and other relevant professionals.

Strategies for pupils' progress will be recorded in PDR plans containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for the next review
- Success and/or exit criteria
- The outcomes recorded at review

6.2 Annual Reviews

The purpose of an Annual Review is to:

- ✓ Assess the child or young person's progress over the year in terms of the targets set at the previous Annual Review and set new targets for the next 12 months.
- ✓ Collate and record information that the school and others can use in planning future support for the child or young person.
- ✓ Consider the continuing appropriateness of the child or young person's Statement/EHC plan in light of their performance during the previous year; noting any additional SEND which may have become apparent within that time and therefore consider whether or not the Statement/EHC plan needs to be amended or ceased.
- ✓ To bring together the views of everyone who helps the child or young person.
- ✓ To consider the child or young person's progress in terms of seeing if the support or placement has been successful in meeting their needs.
- ✓ To record any changes in the child or young person's circumstances.
- ✓ To review any special provision that is being made for the child or young person.

6.3 Attendance at Reviews

- The parents/carers will be invited and encouraged to attend all annual and termly reviews for their child. It would only be under exceptional circumstances that the parent/carer would not be in attendance (the reasons will be documented in the review paperwork).
- All relevant professionals will be invited to attend reviews; these professionals may include a social worker, Forward Thinking Birmingham (FTB), careers officer, SENAR (Special Educational Needs Assessment and Review).
- Professionals who cannot attend the review meetings are asked to provide a written report which is made available at the meeting.
- The Educational Psychologist is only involved in those annual reviews which are likely to involve in a change in the Educational Health and Care Plan especially when alternative provision is being reviewed.

7. Special Educational Needs Coordinator (SENCO)

- Each sector of the Academy will have a nominated SENCO ([appendix 9](#))
- The sector SENCO will organise an annual review calendar for their centre and ensure that all parties are notified of the date in advance.
- Responsible for ensuring parents are kept informed of their child's provision arrangements.
- Will represent the sector in which they act as SENCO at the whole school inclusion meetings.
- Is responsible for up-dating the EHCP tracker in a timely manner to track the process and progress of all pending/ forthcoming EHCPs for their sector.

8. SEND code of practice - A Graduated Approach

The school adopts the levels of intervention as described in the [SEND Code of Practice](#). The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides in consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil. They will have an input in planning future support and ensure the pupil is added to the SEND support list.

The form teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. Placement of a pupil on the SEND Support list will be made by the SENCO after full consultation with parents at a PDR review. External support services may advise on targets for a PDR and provide specialist inputs to the support process.

Intervention requiring SEND support will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period of time.
- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age. Experience difficulty in developing literacy/numeracy skills.
- Has emotional problems that impedes their learning
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

9. Request for Education, Health and Care (EHC) Needs Assessment

An Education, Health and Care (EHC) needs assessment can be requested by a parent at any time (refer to [my care in Birmingham](#)). When such a request is made by the parent, the school will provide support and signposting to relevant services.

The school will request an EHC needs assessment from the LA (Local Authority) when, despite relevant and purposeful levels of support being provided by JBS, the pupil is making limited or no progress ([appendix 2](#)).

Given the cohort of pupils served by the Academy, the assessment process may be requested prior to placing the pupil on-roll (refer to the Referrals and Admissions Policy for further information), to ensure that the pupil is able to access appropriate and successful transition to post-16 provision in the future ([appendix 8](#)).

If an EHC needs assessment is agreed, this will facilitate a timely process of assessment and include statutory visits and assessment by the Educational Psychologist.

The school will have the following information available:

- Records from past interventions
- Current and past PDR plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels and progress up dates.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents and pupils
- Any other involvement by professionals

10. Local offer

The Academy's 'Local Offer' for Special Educational Needs and Disability (SEND) can be found on the James Brindley School website and clicking onto the [SEND Information Report](#).

Birmingham's Local Offer can be accessed at the following location:

<https://childrens.mycareinbirmingham.org.uk/local-offer-main-page.aspx>

Appendix 1a: Annual Review Form/Check List

Section 1: Child/Young Person and School Details
Section 2: Review
Section 3: Provision and progress
3a: Child/Young Person's strengths, interests and attitude to learning
3b: Provision
3c: Child/Young Person's Attainment/ Achievement
3d: Other Curriculum Areas
3e: Achievement/ Progress in Other Areas
3f: Is the child/young person dis applied from any curriculum areas?
3g: Standardised Test Results
3h: Educational Objectives
3i: Educational Targets
3j: Identify new educational targets against which progress will be assessed and reviewed in the coming year
3k: Child/Young Person and Parents/Carers View made during the Annual Review

3l: Independent Travel
3m: Summary of Discussion Points
Section 4: Checklist
Section 5: Recommended Changes

Parent/Carers Views
Information from outside agencies
Teachers Views
Transition plan (Yr. 9 and 11)
Attendance information
Support Plans
Previous IEP
New IEP

Appendix 1b: PDR Form

<p><u>Contact Details</u> <i>All family information, address, telephone number, e-mail, family structure, including DOB of siblings</i></p> <p>Home Address: Home Phone: Mobile Number: D.O.B: James Brindley Centre: Class of: Parent/carer/s name/s: Parent workplace No.: Emergency Contact: Family Structure: Mainstream School Statement/EHC: Diagnosis of need: LAC: FSM:</p>	<p><u>Academic</u> <i>Current Maths and English WAGs</i></p>	<p><u>Strategies, Teaching and Working Styles</u> <i>What strategies can be used in lessons? Include dislikes</i></p>				
<p>My PDR</p>	<p><u>Target 1</u> How will this be achieved?</p>	<p><u>PHOTO</u></p>	<p><u>Target 2</u> How will this be achieved?</p>	<p>Name</p>	<p><u>Social Interaction (Past and Present)</u> <i>Any clubs attending, outside school?</i></p>	<p><u>Special Interests</u> <i>What do they love?</i></p>

Appendix 2: Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, SENAR considers the pupil requires provision which is beyond that which can be provided through an informal graduated response. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

EHCPs are also a useful and effective tool for supporting pupils to access appropriate post-16 provision, where the support offered by a graduated approach from mainstream post-16 providers is unlikely to meet a pupil's needs. It has been found that pupils in this category without an EHCP are at high risk of becoming NEET (Not in Education, Employment or Training).

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer or shorter -term objectives set in the EHCP/PDR
- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. SENAR will inform the Vice Principal at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent and pupil
- The form team
- The Educational Psychologist
- Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

For teaching centres, with the exception of Dovedale Centre all new pupils transitioning and/or for dual registered pupils, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

It is the expectation that home schools will begin the statutory assessment process for any pupil requiring further SEND support beyond that which can be provided by the school.

Within the time limits set out in the Code of Practice, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Appendix 3: Partnership with Parents and Carers

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services. This information will be included in with the referral information

Appendix 3a: Roles and Responsibilities

All staff to have an awareness and understanding of pupils with SEND support and incorporate this into their planning for learning. All staff have high expectations for all pupils regardless of need.

Form teams which also make up Teaching Assistant:

- Have high expectations of all pupils
- Establish relationships which foster trust and respect
- Provide personalised strategies and interventions based on pupils needs to create positive outcomes
- To arrange all review and annual review paperwork working alongside the sector SENCO
- To cascade all information to teaching staff and liaise closely with parents

Most enquiries should initially be made to the pupil's Form Team (form teacher and teaching assistant) however it maybe that you need to speak to either the school SENCo, assistant head of sector or head of sector.

The principal, leadership team and Special Educational Needs Co-ordinator (SENCO) is responsible for the implementation of the special education Needs policy.

Appendix 3b: Sector SENCOs

Dovedale Centre – Lisa Valentini valentinil@jamesbrindley.bham.sch.uk

KS3 Centre –

KS4 Centre – James Turley turleyj@jamesbrindley.bham.sch.uk

Specialist Provision – Lucy Leggett leggettl@jamesbrindley.bham.sch.uk

Birmingham Children's Hospital - James Turley turleyj@jamesbrindley.bham.sch.uk

Willows Centre - Suzy Bradbury bradburys@jamesbrindley.bham.sch.uk

Short-Term Provision

Appendix 4: Summary of support mechanisms, facilities and other resources

James Brindley School supports pupils who are experiencing a variety of physical and mental health conditions. Staff within the school will have knowledge and understanding of a range of learning and teaching styles, relative to the conditions, that can be used to support and engage pupils and ensure that they succeed and reach their full potential. Current research will inform all planned strategies and the needs of the individual will be paramount in the teaching approaches implemented.

Some of the most common strategies are outlined below for conditions that pupils may be experiencing, this is not an exhaustive list of strategies nor conditions and is intended to be an indication of the possible strategies which may be suitable (depending on the individual needs of the pupil).

- All pupils have a number of support plans dependant on their needs, these may include: Autism, Behavioural, Environmental, Social & Emotional etc. These plans are reviewed each term and all teachers amend individual support plans according to need.
- Classes are carefully and strategically considered and planned for, ensuring the right support is in place, so that the best learning and social outcomes are achieved. A variety of support mechanisms are available such as time out passes, pre-tutoring, allocation of a go-to person, set seating plans and opportunity to listen to music.
- Behaviour is managed in line with the school's [Behaviour and Disciplinary Policy](#) which includes rewards based positive behavioural system.
- Exam access arrangements are made for all pupils where required and appropriate, to ensure that the best possible outcomes are achieved for pupils.
- The staff work in partnership with other professionals including: Forward Thinking Birmingham, Educational Psychology Services, Communication and Autism Team, Occupational Therapists and Speech and Language Therapists. This will inform the support which is tailored to the pupils and ensure a multi-agency approach is taken.

Facilities and other resources

The school provides a variety of facilities to support and enhance pupils learning to ensure that all centres' environments are appropriate and sensitive to the needs of pupils.

Dovedale

- Sensory room
- Quiet zone/room
- Gym and fitness suite
- Very small class size
- Individual booths available inside the classroom
- Mental Health Practitioner
- Speech and Language Therapist
- Teaching Assistant allocated to each form group

- Educational Psychologist
- SEND box in every classroom

Northfield (KS3)

- Small class group size
- Access to a transitions group
- Mental health practitioner
- Speech and Language Therapist
- Educational Psychologist
- Animal therapy
- SEND box in every classroom

Parkway (KS4)

- Small class group size
- Access to a nurture group
- Mental Health Practitioner
- Speech and Language Therapist
- Educational Psychologist
- Teaching Assistant allocated to each form group

Willows

- Small class size
- On-ward teaching
- Animal therapy
- Multi-disciplinary team support

Ardenleigh and Larimar

- Small class size
- Sensory room
- Group room for therapy sessions
- Multi-disciplinary team support
- Advocacy workers
- Sports hall and astro turf (Ardenleigh).
- De-escalation room
- Time out room (Ardenleigh)
- Complimentary Therapy
- Family Therapy
- Social workers (Ardenleigh)
- On site education provision

Short-Term Provision

- Educational Psychologist
- Speech and Language Therapist
- Mental Health Practitioner
- Access to nurture / transition group

Hospital Sites

- Access to Multi-disciplinary teams including Psychology, Speech and Language, Healthcare, Occupational Health
- Sensory Room at Birmingham Children's Hospital
- Sensory Trolley at Birmingham Children's Hospital
- Sensory Room at The Royal Orthopaedic Hospital
- Access to SEND resources including TACPAC
- Social Workers at Birmingham Children's Hospital

Appendix 5a: Teaching and Learning

All staff have the highest expectations of pupils in the classroom. All pupils are baseline assessed and KS2 data is used together with each pupils Maths and English levels to ensure that the pupils have an accurate baseline of which they can start making progress.

James Brindley School expects all pupils to make a minimum of nationally expected progress, but aim to make above. There is on-going assessment of each pupil's progress which is used in lesson planning and allows staff to plan taking into account pupil's individual needs.

High quality teaching, differentiated for pupils is paramount to achievement.

For many reasons during their time at school some pupil's progress/attainment may fall below expected level of progress. Teachers will plan to meet the needs of these pupils accordingly to help them get back on track.

Furthermore, pupils who exceed their expected progress levels will also receive personalised planning in line with their abilities to help move them forward. These pupils may also be recognised as most able (previously gifted and talented) and therefore their potential recognised and targets set.

Please refer to the teaching and learning policy.

Appendix 5b: Admission Arrangements

Please referral to our Referral and Admission Policy.

Appendix 5c: Training

All staff will be required to keep up to date with developments in special educational needs through reading and attendance at appropriate courses and training. The school will support this by providing staff with the opportunities to attend relevant courses, provide on-line training, in house training and that the school has a fully trained SENCO at National Award Level.

Examples of training

Autism Education Trust (AET) Level 1,2,3
National Award for SENCO's
'Tracking P level pupils' -In house training for BCH staff

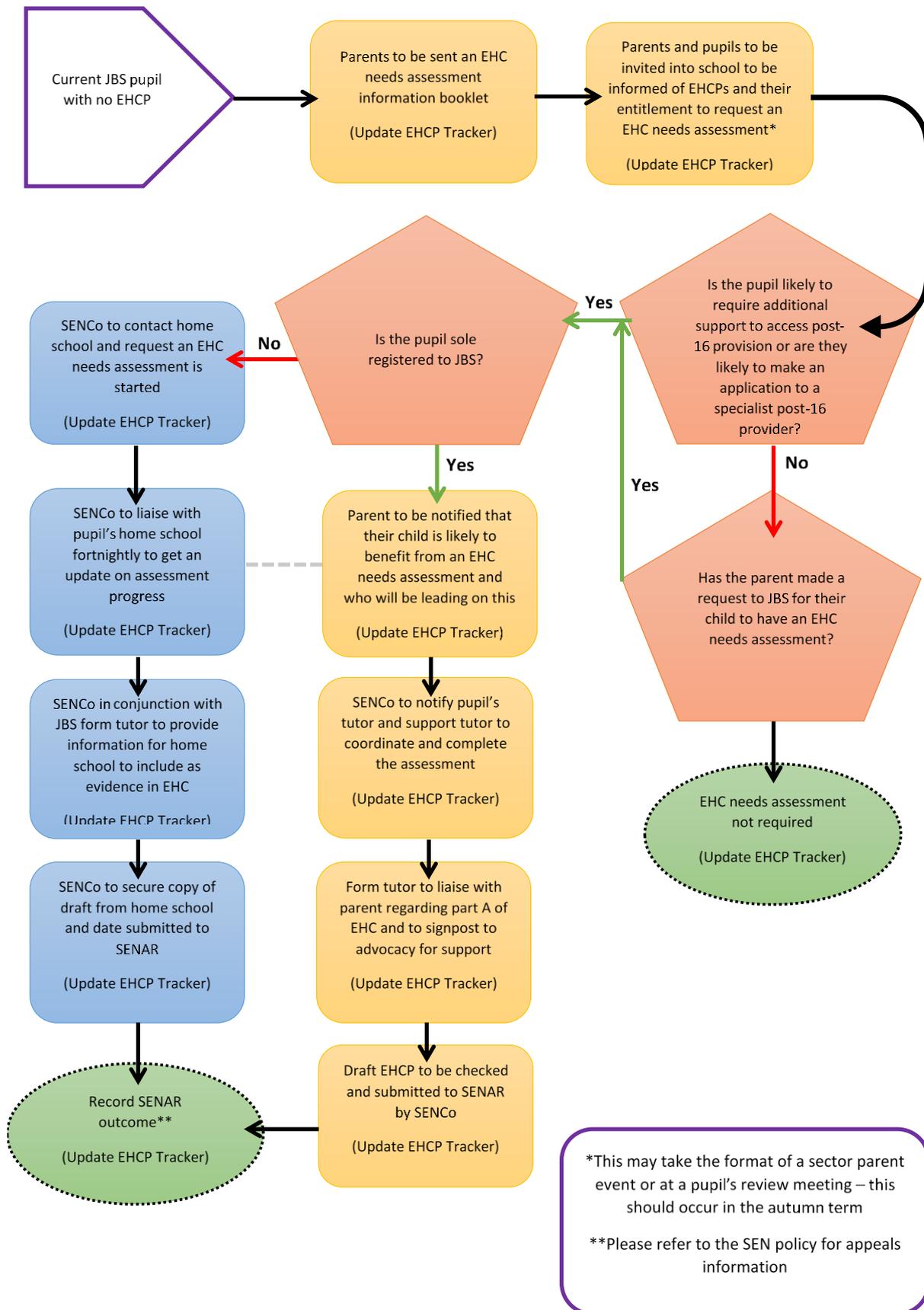
5d: Accessibility

Please refer to school's [Equality Policy for Accessibility](#)

5e: Complaints

Please refer to the [Complaints Policy](#) that is available on the school website or on request.

6: EHCP Flow Diagram for Current JBS Pupils



Appendix 7: Autism Support Plan

Pupil Name:
 Completed by staff member:
 Initial Date:

Sector: Form:
 Reviewed Date:

Level of impact of ASC and Associated Factors with Support Plan

Sensory profile Hyposensitivity – less sensitive than ‘normal’ Hypersensitivity – more sensitive than ‘normal’ Reviewed: _____ Date _____	Estimated impact on development and learning				
	Key: 1. No cause for concern 2. Mild cause for concern 3. Moderate cause for concern 4. Serious cause for concern				
Visual:					
Hearing:					
Touch:					
Smell:					
Taste:					
Proprioception – position movement sensation:					
Vestibular – balance and spatial orientation:					
Interventions:					

ASC and related factors Date Reviewed: _____	Estimated impact on development and learning				
	Key: 1. No cause for concern 2. Mild cause for concern 3. Moderate cause for concern 4. Serious cause for concern				
Social interaction					
Use of gesture, body language, facial expression, eye contact					
Following social cues					
Ability to share an activity					

Ability to develop peer relationships					
Empathy with others					
Response to praise/criticism					
Ability to imitate					
Interventions:					

Social communication	Estimated impact on development and learning				
	Key: 1. No cause for concern 2. Mild cause for concern 3. Moderate cause for concern 4. Serious cause for concern				
Date reviewed:					
Ability to respond when name called					
Ability to follow verbal instructions in 1:1					
Ability to follow verbal instruction in group/whole class setting					
Turn take in conversation					
Conversational maintenance					
Recognition of non-verbal cues e.g. frown					
Awareness of listener needs					
Relate a sequence of events					
Giving a sequence of instructions					
Interventions:					

Social imagination and Flexible thinking	Estimated impact on development and learning				
	Key: 1. No cause for concern 2. Mild cause for concern 3. Moderate cause for concern				

	4. Serious cause for concern				
Date reviewed:					
Variety of interests					
Adapts behaviour according to situation					
Accepts changes in rules, routines or procedures					
Ability to play imaginatively					
Accepts others points of view					
Generalises learning					
Transfers skills across the curriculum					
Use of inference and deduction					
Interventions:					
Comment on organisational skills e.g. finds and organise equipment needed for a task					

Appendix 8: Environmental Support plan

Pupil Name:

Sector:

Form:

Completed by staff member:

Initial Date:

Reviewed Date:

LAC	
FSM	
Children from Armed Forces	

Environmental Support Plan					
Known sensory distractions or trigger					
Visual	Auditory	Touch	Movement	Proximity of peers	Other
Seating plan yes/no (consider position of left handed pupils)					
I need to be seated----- the focus in group teaching contexts to help me attend and concentrate <i>yes/no</i>					
I need to be positioned in class so my own/others behaviour will not impact on learning <i>yes/no</i>					
ESSENTIAL LEVEL OF STAFF SUPPORT					
Number of staff:			number of students in class:		
Adult – child ratio 1:1, 1:2, 1:3, 1:4, 1:5, 1:6					
Individually taught			some or all of the time		
Individually taught but alongside peers			some or all of the time		
Can attend to group instruction			some or all of the time		
Can work collaboratively in small group			some or all of the time		
Can work in whole class teaching situations			some or all of the time		
MY LEARNING ENVIRONMENT					
Workstation			Right or Left handed: L/R		
TEACCH set-up					
Individual work table in classroom					
Personal work area outside of classroom			% of time		
Access to quiet room required			<i>yes/no</i>		
Time Out needed			<i>yes/no</i>		
CHECKLIST OF SUPPORT.					
Visual timetable		Meet and greet		Circle of friends	
Colour code system for subjects		Talk time		Lunchtime clubs	
Task cards		Talk time end of day		Lunch on own/quiet room/hall	
Time out card		Mentor		Reduced teacher language	
Traffic light cards		Home school book		Highlighting key words/information	
Fidgets		Social story		Pre-tutoring	
Timers		Care plan		Appropriate equipment	
Headphones		Behaviour management plan		Communication profile <i>yes/no</i>	
Other interventions//support as required to meet pupil premium criteria					

Appendix 9: Social and emotional wellbeing support plan

Pupil Name: _____ Sector: _____ Form _____

Completed by staff member: _____

Initial Date: _____ Reviewed Date: _____

Level of impact of Social and Emotional Well-being with Support Plan

Level of impact of Social and Emotional Well-being with Support Plan

Knowing Self	Estimated impact on development and learning				
	Key: 1. No cause for concern 2. Mild cause for concern 3. Moderate cause for concern 4. Serious cause for concern				
Date reviewed:					
Accurate, realistic and positive self-concept					
Knows strengths and limitations					
Knows triggers					
Ability to make sense of life					
Ability to develop peer relationships					
Interventions:					

Understanding and Managing emotions	Estimated impact on development and learning				
	Key: 1. No cause for concern 2. Mild cause for concern 3. Moderate cause for concern 4. Serious cause for concern				
Date:					
Experiencing the full range of emotions					
Demonstrates feelings in appropriate manner					
Understands the links between thoughts, feelings and behaviour					
Managing to resist unhelpful impulses					

Interventions:

Motivation	Estimated impact on development and learning				
	Key: 1. No cause for concern 2. Mild cause for concern 3. Moderate cause for concern 4. Serious cause for concern				
Date:					
Able to set goals					
Ability to monitor and evaluate own performance					
Demonstrates persistence					
Demonstrates resilience					
Ability to break large steps into small steps					
Able to celebrate successes					
Interventions:					

Social Skills	Estimated impact on development and learning				
	Key: 1. No cause for concern 2. Mild cause for concern 3. Moderate cause for concern 4. Serious cause for concern				
Date:					
Communicating effectively					
Sociability					
Respect for others					
Ability to balance needs of self and others					

Ability to solve interpersonal problems					
Interventions:					

Empathy	Estimated impact on development and learning				
	Key: 1. No cause for concern 2. Mild cause for concern 3. Moderate cause for concern 4. Serious cause for concern				
Date:					
Demonstrates empathy towards others					
Listening skills					
Accepts empathetic support					
Understands and respects others' thoughts and feelings					
Interventions:					

Comment on organisational skills e.g. finds and organise equipment needed for a task

Appendix 10: Guidelines for completing Autism support plans

Pupils who have a written diagnosis of ASC (Autistic Spectrum Condition) will have an ASC support plan. If they have challenging behaviour, then this will be included in the ASC plan. They **do not** need a behaviour support plan as well as an ASC plan.

The ASC plan should state the learning need. The learning need must state what the pupil finds difficult to do e.g. sit in their chair and/or what behaviour they exhibit e.g. hand flapping.

Interventions: Staff teams should agree the strategy to be implemented. It should be written clearly in precise language. It should be specific including any consistent language to be used etc. The team must gather evidence from observations to evaluate the plans regularly.

The assessment and strategies **MUST** always be **current**. It is a working document so plans should be annotated on. Observation/evaluative comments should be recorded on the plans. It would be expected that a comment is written a minimum once a month: this can include positive comments.

If a pupil has an ASC plan with the strategies to reduce challenging behaviour and/or encourage appropriate learning behaviour, then the teacher should ensure that the **PDR focuses on the building up of positive skills and behaviour**.

The ASC plan should recognise any patterns of behavioural sequence and ensure a range of **diffusion techniques** to avert escalation.

If staff require support to complete an ASC plan with appropriate strategies, they may request support from the SENCO.

Appendix 11

Inclusion Agenda

Date:

1. Present/Apologies/Minutes of previous meeting
2. Pupils on roll
3. New pupil referrals and inductions
4. Pupil information
5. Staff working groups
6. Support plans
7. Reviews
 - Teacher comments
 - Review calendar for staff
 - IEPs
 - Pupil/Parent questionnaires
 - Support plans
 - Risk Assessment
 - New staff training
8. EHCs
9. Speech and language
10. Training/Dates
11. Guest speakers to inclusion:
12. Standards for Inclusion
13. Course Feedback
14. Any other business