



BELLE VUE GIRLS' ACADEMY

A Specialist Academy for Languages

and Science with Maths

“Educating the Women of Tomorrow”

SEND Policy

Reviewed by	Approved by	Date of Approval	Next Review Date
SPC	LGB	March 2017	March 2019

“At Belle Vue Girls’ Academy, we believe that it is the responsibility of all staff to ensure that all students have equal access to a broad, balanced and relevant curriculum. Pupils’ individual needs should inform planning at all levels to enable them to fulfil their potential.”

The aims of this policy are: -

- To identify students with special educational needs & disability as soon as possible.
- To inform and advise staff who teach pupils of their special educational needs.
- To keep and update the SEN Register.
- To involve and inform parents of their daughter’s special educational needs as soon as possible.
- To ensure that support and provision is allocated effectively.
- To provide recommendations and strategies for meeting the needs of pupils with special educational needs.
- To work co-operatively with faculties in the provision of resources and materials.
- To involve outside agencies promptly should this be deemed necessary.
- To initiate Statutory Assessments (**EHCP from September 2014**) by the LA. as appropriate. (See Appendix 1)

In accordance with the new SEN Code of Practice 2014

Definition of Special Educational Needs & Disability

Pupils have special educational needs if they have a **learning difficulty** which calls for **special educational provision** to be made for them.

Pupils have a **learning difficulty** or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in Academies within the area of a local educational authority.
- Have a behavioural, emotional or social difficulty which hinders them from learning.

- Are under compulsory Academy age and fall within the definition above or would do so if special educational provision was not made for them.

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

Identification, Assessment and Provision

Provision for pupils with special educational needs & disability is a matter for the Academy as a whole. In addition to the governing body, the Academy's head teacher, the SENCO and Inclusion faculty and all other members of staff have important responsibilities.

Assessment is a continuing process that can identify pupils who may have special educational needs & disability. The Academy will measure children's progress by referring to:

- evidence from teacher observation and assessment
- their performance against the level descriptors within the National Curriculum at the end of a key stage
- standardised screening or assessment of needs.

All teachers are teachers of pupils with special educational needs & disability. (Quality First Teaching)

Teaching such pupils is a whole-Academy responsibility, requiring a whole-Academy response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs & disability, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

The role of the SENCO

The SEN Co-ordinator (SENCO), in collaboration with the head teacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the Academy to raise the achievement of pupils with SEND. The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the Academy's SEND policy
- liaising with and advising fellow teachers
- managing the SEND team of teachers and teaching assistants
- co-ordinating provision for pupils with special educational needs & disability
- overseeing the records on all pupils with special educational needs & disability
- liaising with parents of pupils with special educational needs & disability
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, Connexions, health and social services and voluntary bodies.

Monitoring pupil progress

Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will consult the SENCO to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed and **quality first teaching**. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to helping the pupil through **Academy Action which will change to Range 1 & range 2 from September 2014**. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers
- prevents 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 pupil'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 pupil's behaviour
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and/or employment.

Individual Education Plans

Strategies employed to enable the pupil to progress should be recorded within an individual Education Plan (IEP). The IEP should include information about:-

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to or different from the differentiated curriculum provision and will focus on three or four individual targets to match the pupil's needs. The IEP will be reviewed at least once a year when parents' views on their child's progress will be sought. The pupil will also be invited to contribute to the review process and be involved in setting the targets.

Admission Arrangements

These are in line with the LA policy incorporating annual liaison with SENCOs in feeder primary Academics and liaison with Academic Managers re mid-term induction for SEN pupils.

Complaint Procedures

Complaint procedures are laid down in the Academy Prospectus but SEN concerns should be communicated through the Head teacher to the SENCO.

Appendix 1

Graduated response

Belle Vue Girls' Academy will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and Academy resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the Academy will intervene as described below, at **Academy Action which will change to Range 1 & Range 2 from September 2014** and **Academy Action Plus which will change to Range 3 from September 2014**. Such interventions are a means of helping the Academy and parents match special educational provision to individual pupil needs. The Academy will record the steps taken to meet the needs of individual children.

If a pupil is known to have special educational needs when they arrive at the Academy, the head teacher, SENCO, departmental and pastoral colleagues will:

- use information from the primary Academy to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class.
- ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning.
- ensure opportunities for the pupil to show what they know, understand and can do through the pastoral programme.
- involve the pupil in planning and agreeing targets to meet their needs.
- involve parents in developing a joint learning approach at home and in Academy.

At Belle Vue Girls' Academy we will use the range framework for SEND from September 2014

Range 1

This is the initial stage of concern about a pupil's progress. This can be initiated by a teacher, a parent or any other professional.

- To raise staff awareness of a learning, behaviour or medical concern.
- For staff to monitor and record progress of a pupil at **Range 1** and to keep parents informed through the use of the Student Planner and through consultation on Review Days.
- For staff to refer any pupil evidencing a learning, behavioural or social concern on the **SEN/EAL Referral Sheet (Appendix 2)**.

- For staff to re-refer if a pupil's needs at **Range 1** cannot be met in the classroom after differentiation evidenced on the **SEN/EAL Referral Sheet (Appendix 2)**
- Students may at this point be moved to **Range 2**.
- Pupils at **Range 1** will be reviewed annually and may be removed from the Academics' SEN Register.

Range 2

- Staff to provide the SENCO with as much information as possible about a pupil's lack of attainment. This should include N.C. levels, progress and possible targets. These will be written onto the **SEN/EAL Referral Sheet (Appendix 2)**
- SENCO may liaise with external agencies if appropriate which may already be involved with the pupil and collect any relevant information from them.
- SENCO to inform parents by letter of provision for their daughter at **Range 2** and to advise on support that is available.
- Students may at this point remain at **Range 2** or be moved back to **Range 1** or forward to **Range 3**.

Range 3

Range 3 is characterised by the involvement of external agencies (**with parental consent**) such as SEN advisory teachers, educational psychologists etc. A request for help from external agencies is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents. At **Range 3** external support services will usually see the child so that they can advise subject and pastoral staff on a new IEP. The IEP may have: fresh targets and accompanying strategies; provide more specialist assessments that can inform planning and the measurement of a pupil's progress; give advice on the use of new or specialist strategies or materials; provide support for particular activities. The triggers for **Range 3** could be that, despite receiving an individualised programme and/or concentrated support, the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme devised by her Pastoral Manager
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff by a specialist service

- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When Academy seeks the help of external support services, those services will need to see the pupil's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. The resulting IEP for the pupil will set out new strategies for supporting the pupil's progress with the strategies specified in the IEP and implemented, at least in part, in the classroom setting. **Delivery of the IEP will remain the responsibility of subject teachers.**

Statutory assessment (Range 4: EHCP from September 2014)

For a few pupils the help given by the Academy through **Range 3** may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the Academy, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment (**EHCP when new procedures have been put in place by the LA**). Where a request for a statutory assessment (**EHCP**) is made to the LA, the pupil will have demonstrated significant cause for concern and the Academy will provide written evidence to the LA detailing:

The Academy's action through Range 1 to Range 3

- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the pupil's medical history where relevant
- National Curriculum levels in literacy and numeracy
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the pupil
- involvement of other professionals
- any involvement by the social services or education welfare service.

Statutory Assessment (EHCP from September 2014) of Special Educational Needs & Disability

Statutory assessment (EHCP) involves consideration by the LA, working co-operatively with parents, the child's Academy and, as appropriate, other agencies, as to whether a statutory assessment (EHCP) of the child's special educational needs is necessary. A

child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's Academy, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the Academy and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream Academics, the LA will consider the case for a statutory assessment (EHCP) of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs & disability is such as to require the LA to determine the child's special educational provision through a **statement of special educational needs (EHCP)**.

A statement of special educational needs (EHCP) will include:

- The pupil's name, address and date of birth
- details of all of the pupil's special needs
- identification of the special educational provision necessary to meet the pupil's special educational needs
- identification of the type and name of the Academy where the provision is to be made
- relevant non-educational needs of the child
- information of non-educational provision

All children with statements of special educational needs (**EHCP from September 2014**) will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need (EHCP). These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. **The delivery of the interventions recorded on the IEP will continue to be the responsibility of the class teacher.**

Annual review of a statement of special educational needs (EHCP from September 2014. The LA has a programme to convert all existing statements to EHCPs by July 2015.)

All statements (EHCPs) will be reviewed at least annually with the parents, the pupil, the LA, representatives of other relevant agencies and the Academy to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review (EHCP) should focus on what the child has achieved as well as on difficulties that need to be resolved.

The annual review held in Year 9 will be particularly significant in preparing for the pupil's transition to employment, the further education sector, work-based training, higher education and adult life. The aim of the annual review in Year 9 and subsequent years is to review the young person's statement (EHCP) and draw up and review the Transition Plan. This must involve the Connexions Service.

Belle Vue Girls' Academy will place its local offer on its website to make it accessible for parents and interested parties.

Belle Vue Girls' Academy Accessibility Plan will be placed on the Academy's website so that parents and interested parties are aware of the Academy's provision to meet its duty under the Disability Discrimination Act.

Appendix 2

Special Needs and EAL Referral Form

<u>Student:</u>	<u>Year & Form:</u>	<u>Date of Referral:</u>		
<u>Staff Referring:</u>	<u>SEN</u>	<u>EAL</u>	<u>MED</u>	<u>BEHAVIOUR</u>

Reason for Referral

Please tick one or more	Comments:
Attendance(PM) <input type="checkbox"/>	
Learning <input type="checkbox"/>	
Literacy <input type="checkbox"/>	
Numeracy <input type="checkbox"/>	
Speech <input type="checkbox"/>	
Language <input type="checkbox"/>	
Communication <input type="checkbox"/>	
Emotional <input type="checkbox"/>	
Behavioural <input type="checkbox"/>	
Social Skills <input type="checkbox"/>	
Physical Coordination <input type="checkbox"/>	
Hearing <input type="checkbox"/>	
Vision <input type="checkbox"/>	
Medical Needs <input type="checkbox"/>	
EAL <input type="checkbox"/>	
Underachievement <input type="checkbox"/>	
Attitude to Learning <input type="checkbox"/>	
Organisational Skills <input type="checkbox"/>	

Belle Vue Girls' Academy

Administration of Medication Policy

Staff and Governors recognise the importance of supporting students' medical needs in order to ensure that they have equal and full access to the life of the Academy community. Students and their families should feel secure in the Academy's ability to support them efficiently and in accordance with relevant instructions.

However:

- Students are discouraged from bringing in medication which has been prescribed for short term conditions, and are encouraged to take this at home, before and after Academy if possible.
- Students who suffer from asthma should carry their own, clearly labelled, inhalers with them throughout the Academy day.
- Students who are diabetics should hand a supply of energy bars and drinks in to the SEN department for checking and labelling. These will then be stored in the First Aid cupboard.
- Academy staff will not administer paracetamol or aspirin based medicines, nor will such medicines be stored in Academy for students' use. In exceptional circumstances, parents may supply and request administration of such medicines, but only if supported by written authorisation from a medical professional.

Wherever possible:

- Students will be encouraged to self administer medication unless they are unable to do so, however administration of medication must be supervised by a responsible adult.

Parents/carers must agree to accept responsibility for:

- Completing the attached proforma, providing precise details of medication, dosage, timings etc.
- Provide medication in labelled containers with the name of the medication, student's name, date of birth, dosage, frequency, date of dispensing and storage requirements (if applicable)
- Replenishment of medication before stocks run out and before its expiry date
- Promptly informing Academy of any changes to a student's medication

Volunteer staff from within the SEN Support Team and the First Aid Team will administer medication in accordance with the following guidelines:

- Unless otherwise stated, all medication will be kept in locked medical cabinets
- Before administering medication, students should be asked: "Have you taken any other medication?" Combined medication will not be administered without written authorisation.
- Entries will be made in a medical diary on each occasion medication is administered.
- If students refuse to take medication, Academy staff will not force them to do so. Parents will be informed as a matter of urgency.
- Details of medication being administered to students will be circulated to First Aid staff in Academy.
- Medication forms will be checked for current accuracy/relevance with parents/carers on Review Days.

Belle Vue Girls' Academy

Supporting Students with Medical Needs in Academy

Please complete the form below if your daughter has a medical condition which unavoidably requires administration of medicines during the course of the Academy day.

Details of Student

Forename	Surname
Address	Date of Birth
	Registration Group
Condition or illness	
Medication	
Name/type of medication (as described on container)	
For how long will your child take this medication?	
Date dispensed	
Full directions for use	
Dosage and amount (as per instructions on container)	
Method	
Timing	

Special storage instructions	
Special precautions	
Side effects	
Self-administration	
Parent/Carer signature	Date
Staff signature	Date

The Headteacher will authorise members of the first aid team to be responsible for supervising the administration of medication for a student (or students). Members of staff taking on this role will do so voluntarily.

Students are discouraged from bringing medication which has been prescribed for short term conditions, and are encouraged to take this at home, before and after Academy if possible.

Long term medication should be brought to the Student Reception (First Aid team) and will be locked in a secure cupboard within the Medical Room. However, the following procedures must first be followed:

Prescribed medication

- Written requests asking for medication to be administered must be given to the Head Teacher and this will be passed to the Student Receptionist (First Aid Team).
- Precise instructions concerning the timing(s) and exact dosage of the medications must be provided, in writing, by parents/carers.
- Labelling of medication is the responsibility of parents/carers.

- Replenishment of prescribed medication is the responsibility of the parents/carers.
- Staff will make an entry in the medication diary on each occasion they administer prescribed medication
- Students who suffer from asthma should carry their own inhalers with them at all times.

Non-prescribed medication

- Non-prescribed medication will not be given to students unless written direction, including precise dosage and timings, has been received from parents/carers.
- Before administering medication students should be asked:
"Have you taken any other medication?"
- If non-prescription medication is to be taken with other prescribed medication, it is the responsibility of parents to provide written confirmation that approval for their combined administration has been obtained from a medical practitioner.
- Non-prescription medication will not be administered by staff at Academy over a long period of time. If non-prescription medicines are required for more than a day or two, then parents must seek medical advice, and administration of medication will only continue if authorised by a medical practitioner.
- Details of all non-prescribed medication should be entered in the medication diary on all occasions.



Belle Vue Girls' Academy

The Local Offer or Summary of Provision for children and young people with special educational needs or disabilities (SEND)

We are a fully inclusive Academy. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (Regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

Some children may have special educational needs who may require additional support when progress has slowed or stopped. We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN. This is based on an Assess-Plan-Do-Review 3 range structure.

If a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, then we provide the support detailed in the plan.

Our offer at Ranges 1 to 3 for each area of SEND is described below.

Communication and Interaction Needs:	Autistic Spectrum Conditions	<p>Range 1</p> <p>Assessment</p> <ul style="list-style-type: none"> Part of normal Academy and class assessments. SENCo may be involved in more specific assessments and observations <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets Parents involved regularly and support targets at home <p>Pupil involved in setting and monitoring targets</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with specific support for targets which involve communication and interaction <p>Opportunities for over-learning basic concepts within a small group</p> <p>Human resources and staffing</p> <ul style="list-style-type: none"> Flexible use of resources and staffing available in the classroom Support to promote social skills and interactions with peers and over-learning of basic concepts Support with recording of work <p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> Flexibility will be needed in expectations to follow instructions/ record work Instructions supported by visual and written clues Preparation for any change and the need for clear routines Reduction of complex language especially when giving instructions 	<p>Range 2</p> <p>Assessment</p> <ul style="list-style-type: none"> As Range 1 plus use of more detailed NC assessment tools e.g. B Squared/PIVATS Involvement of education and non-education professionals as appropriate <p>Planning</p> <ul style="list-style-type: none"> Curriculum plans reflect levels of achievement and includes individually focused IEP targets, especially Speech and Language components and PSHCE <p><u>Additional steps taken to involve parents and pupil as appropriate</u></p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class based, but with some opportunity for small group and individual work to target specific needs involving communication and interaction A quiet area within the classroom may be useful for individual work An individual table/area within the classroom may be helpful for independent working to offer opportunities for distraction free learning Opportunities for one to one support <p>Human resources and staffing</p> <ul style="list-style-type: none"> Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. This may also involve some modification to the environment (low stimulus; distraction-free) Use of support to implement specific materials, approaches and resources as appropriate. E.g. Circle of Friends; Social Stories; Social Stories as needed Support from other agencies as appropriate. E.g.. Autism Team (SEN Services), Hub Academics, SALT <p>Curriculum & teaching methods</p>	<p>Range 3</p> <p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more specialised assessment tools. E.g. SCERTs, ABA, TEACCH. Where appropriate staff and other agencies will offer support as appropriate <p>Planning</p> <ul style="list-style-type: none"> Whole Academy understanding of pupil's needs Consideration of more specialised planning frameworks. E.G SCERTS, ABA, TEACCH to prepare for the Academy day <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with targeted support The need for small group work and one to one to develop individual targets and introduce any new concepts Access to a quiet area within the classroom when needed It is likely that an individual table/work area would be useful to help focus learning and to offer opportunities for distraction free learning <p>Human resources and staffing</p> <ul style="list-style-type: none"> Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding Use of support to implement specific materials, approaches and resources as appropriate e.g. Circle of Friends, Socially Speaking, and Social Stories Support from other agencies as appropriate. E.g... Autism Team (SEN Services), Hub Academics, SALT <p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> Curriculum access will be facilitated by using a structured approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should give
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		Range 1	Range 2	Range 3
			<ul style="list-style-type: none"> • Curriculum access will be facilitated by using a structured approach, which may involve: using visual systems or timetables; reducing language for instructions/ information giving • Teaching strategies should give consideration to difficulties with transfer of skills • Teaching approaches should take account of difficulties in the understanding of social rules and expectations within the classroom; slow processing of information and organisational issues 	<p>consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom</p> <ul style="list-style-type: none"> • One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations • May need enhanced PSE teaching to ensure skills embedded
	Speech, Language and Communication Needs	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal Academy and class assessments. SENCO may be involved in more specific assessment and observations. <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include individual/group targets. • Planning shows opportunities for some small group targeted talk and differentiated questions • Parents involved regularly and support targets at home. • Pupils involved in setting and monitoring their targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on identified need e.g. listening/ expressive language. • Time limited 1:1 programme based on specific need and any SALT programme as appropriate • Attention to position in the classroom and acoustics (See Acoustic Toolkit) <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from SENCO. • Additional adults routinely used to support flexible groupings, differentiation and some 1:1. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 1 plus use of more detailed NC assessment tools e.g. B Squared /PIVATS. • Involvement of education and health professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement and includes individually focused IEP targets. • Planning shows evidence of increased opportunities for targeted talk and some individually planned questions • Additional steps taken to engage pupil and parents as appropriate. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support. • Time limited programmes of small group work based on identified need. • On going opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate. • Attention to position in the classroom and acoustics <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. <p>Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Increasingly individualised programme including modified tasks within an inclusive curriculum. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus more systematic application of assessment tools. • Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific. • There are targeted opportunities for talk and individually differentiated questions, shown on planning • Additional steps taken to engage pupil and parents as appropriate e.g. through ICAN materials, parent training or information sessions <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks. • Frequent opportunities for small group work based on identified need. • Daily opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate. <p>Attention to position in the classroom and acoustics</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. <p>Additional adult, under the direction of the teacher, supports pupil working on modified</p>

		Range 1	Range 2	Range 3
		<p>Additional adults actively support pupils by modifying teacher talk and scaffolding responses during introduction and plenary.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Increased differentiation by presentation and/or outcome e.g. visual aids, modelling responses, allowing time to answer Simplify level/pace/amount of teacher talk. High quality use of language modelled by all adults in Academy Increased emphasis on identifying and teaching to preferred learning style. Some use of specific group or 1:1 programmes for speaking and listening 	<ul style="list-style-type: none"> Modify level/pace/amount of teacher talk to pupils' identified need. Teaching methods adapted to suit individual's identified learning style (eg VAK). Opportunities for explanation, clarification and reinforcement of lesson content and language. Individual targets within group programmes and/or 1:1 for speaking and listening. 	<p>curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Tasks and presentation personalised to pupil's needs. Individualised level/pace/amount of teacher talk. Learning style determines teaching methods. Emphasis on consolidation and lateral progress before introducing new skills. Regular opportunities for explanation, clarification and reinforcement of lesson content and language. Small steps targets within group programmes and/or 1:1 for speaking and listening. Speech & Language workshops Arrange attendance at S&L appointments with parents
Cognition and Learning Needs:	Moderate Learning Needs	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal Academy and class assessments. e.g. LD Baseline <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include QFT strategies Parents and children involved in monitoring and supporting their targets. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need e.g. listening/thinking. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice from SENCO. <p>Additional adults routinely used to support flexible groupings and differentiation</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Differentiation by presentation, activity and/or outcome. Simplify level/pace/amount of teacher talk. Emphasis on identifying and teaching gaps highlighted by LD Baseline assessment. Opportunities for skill reinforcement/revision /transfer and generalisation. 	<p>Assessment</p> <ul style="list-style-type: none"> SENCO may be involved in more specific assessment and observations. e.g. B Squared /PIVATS specific screening tools SENCO may seek advice from education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement; progress is tracked via Academy tracking or CASPA. <p>Pupil and parents are involved as above</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with enhanced differentiation, regular targeted small group support. Time limited programmes of small group work based on identified need. Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. <p>Advice from LD/EP is reflected in targets.</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. Additional adult, under the direction of teacher, provides sustained targeted support on an 	<p>Assessment</p> <ul style="list-style-type: none"> SENCO takes advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plans and progress are closely monitored by CASPA or Academy tracker. Targets are individualised, short term and specific. <p>Continued regular engagement of parents</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class, predominantly working on modified curriculum tasks. Frequent opportunities for small group work based on identified need. <p>Daily opportunities for 1:1 support focused on specific IEP targets.</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. Additional adult, under the direction of the teacher provides sustained targeted support on an individual/group basis. May include

		Range 1	Range 2	Range 3
			<p>individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Programme includes differentiated and modified tasks within an inclusive curriculum. • Modify level/pace/amount of teacher talk to pupils' identified need. • Programmes to consist of small achievable steps. • Pre teach concepts and vocabulary • Emphasis on using and applying and generalisation of skills. • Individual targets within group programmes and/or 1:1carefully monitored and reviewed. 	<p>withdrawal, carefully monitored.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Tasks and presentation increasingly individualised and modified in an inclusive curriculum • Visual cues to support auditory information at all stages of delivery. • Individualised level/pace/amount of teacher talk. • Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within group programmes and/or 1:1
	Specific Learning Difficulties	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal Academy and class assessments. eg LD baseline and teacher observations <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include QFT • Parents and children involved in monitoring and supporting their targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on identified need e.g.reading. <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from SENCO. <p>Additional adults routinely used to support flexible groupings, differentiation and some 1:1.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Differentiating for the students identified area(s) of weakness. • Dyslexia friendly Academy strategies and IDP strategies <p>Cursive Handwriting is introduced as part of a MSL approach.</p>	<p>Assessment</p> <ul style="list-style-type: none"> • SENCO uses screening tools(eg Madeleine Portwood / Aston Index / Bangor / LUCID COPS / GL assessment etc) • Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement, progress is tracked via Academy tracking. • pupil and parents are involved as above. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support. • Time limited programmes of small group work based on identified need. • opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. • Advice from LD/EP is reflected in targets. <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Specific multisensory, cumulative, structured programmes to support the acquisition of key literacy cursive handwriting, numeracy and motor skills. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus more in depth assessment of specific areas of need • Senco continues to take advice from education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plans and progress are closely monitored by Academy tracker. • Targets are multi sensory, individualised, short term and specific. Continued regular engagement of parents <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class, with provision for alternative ways of recording. • Frequent opportunities for small group work based on identified need. • opportunities for 1:1 support focused on specific targets identified through assessment, ensuring revision and over learning are incorporated. <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. • Additional adult, under the direction of the teacher provides support on differentiated recording tasks. • May include withdrawal, carefully monitored. Opportunities for reading spelling and writing

	Range 1	Range 2	Range 3
			<p>activities in line with assessment results</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Structured cumulative multisensory programme run on a 1:1 or small group basis as appropriate. • Tasks and presentation increasingly individualised and modified in an inclusive curriculum • Visual cues to support auditory information at all stages of delivery . • Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within group programmes and/or 1:1

		Range 1	Range 2	Range 3
Behavioural, Emotional and Social Development:	Behavioural, Social and Emotional Needs	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal Academy and class assessments. SENCO and or NPSLBA trained staff may be involved in more specific assessment and observations. Pupil self assessment methods used. Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers, Risk assessments of difficult times of the Academy day Progress should be a measured change in their behaviour and learning following each review cycle Recognition of learning styles and motivational levers <p>Planning</p> <ul style="list-style-type: none"> Individualised programme of support related to assessments implemented. Key worker identified Parents involved regularly and support targets at home Pupils involved in setting and monitoring their targets <p>Pupils response to social/ learning environment informs cycle of IEP/IBP formulation and implementation</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with attention paid to organisation and pupil groupings Opportunities for small group work based on identified need eg listening/thinking/social skills. Time limited mainstream classroom programme of support, which relates to assessments Small group work to learn appropriate behaviours and for associated learning difficulties Individual programme based on specific need <p>A quiet area in the classroom may be useful for individual work</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher staff and resources usually available in the classroom. Support/advice from SENCo with 	<p>Assessment</p> <ul style="list-style-type: none"> As range 1 plus More detailed and targeted observation ie interval sampling Use and analysis of assessment tools Assessment related to intervention strategy Pupil self assessment extended to inform IEP/IBP More detailed recording, monitoring of frequency, intensity, ABCs over a range of contexts Wider assessments for learning/other SEN Determine engagement of necessary education/ non-education support services possibly leading to CAF <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets eg specific behaviour targets related to assessment: consideration of adapted timetable Additional steps taken to engage pupil and parents as appropriate Identifying non educational input Requires effective communication systems enabling all involved to provide consistent support <p>CAF processes determine holistic support plan</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> In addition to the provision at range 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets Mainstream class with regular targeted small group support Time-limited programmes of small group work based on identified need <p>On going opportunities for 1:1 support focused on specific IEP targets</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice and support from SENCO and/or NPSLBA lead as appropriate Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis May include withdrawal Additional daily support provided within Academy to support learning and behaviour 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more systematic application of assessment tools Involvement of education and non-education professionals as appropriate through CAF processes <p>Planning</p> <ul style="list-style-type: none"> Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific More frequent involvement of parent/carer to engage pupil. Access to additional resources are accurately accounted for Prevention placement managed through joint Academy/PRU support programme Prevention placements co-ordinated by Secondary Panel CAF Multi-agency planning processes specifies contribution of individual services and lead practitioner. Inter-agency communication established and maintained <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class, predominantly working on modified curriculum tasks Frequent opportunities for small group work based on identified need Daily opportunities for 1:1 support focused on specific SEBD/learning targets PRU prevention placements offers intensive individual and small group support <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate Daily access to staff in Academy with experience of SEBD, eg behaviour support worker, lead behaviour professional, SENCo Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks Increased access to a combination of individual, small group and whole class activities <p>Curriculum & Teaching Methods</p>

		Range 1	Range 2	Range 3
		<p>assessment and planning</p> <ul style="list-style-type: none"> Additional adults routinely used to support flexible groupings, differentiation and some 1:1 Close monitoring to identify “hotspots” Support for times identified by risk assessments Close liaison and common approach with parents/carers <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> In class differentiation of the curriculum and supporting materials enabling full access to the curriculum Strategies developed shared with Academy staff, parent/carers Increased differentiation by presentation and/or outcome Simplify level, pace, amount of teacher talk/ instructions Increased emphasis on identifying and teaching to preferred learning style Opportunities for skill reinforcement/revision/transfer and generalisation Some use of specific group or 1:1 programmes <p>Preparation for any change and the need for clear routines.</p>	<ul style="list-style-type: none"> Increased parental/carers involvement and multi-agency support services to plan and regularly review IEPs PSP Encouragement and inclusion in an extra curricular activities. <p>Identification of 'key worker' with clear specification of role</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Modify level/pace/amount of teacher talk to pupils' identified need. Individual targets within group programmes and/or 1:1 Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom Emphasis on increasing differentiation of activities and materials and take account of individual learning styles Short term individual support focusing on listening, concentration, social skills, solution focused approaches Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama <p>At least 2 of the above</p>	<ul style="list-style-type: none"> Teaching focuses on both curriculum and SEBD outcomes throughout the Academy day Tasks and presentation personalised to pupil's needs. Individualised level/pace/ amount of teacher talk. Learning style determines teaching methods 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations Small steps targets within group programmes and/or 1:1 work tasks Targets are monitored with the pupil daily targets Accessing mainstream lessons for most of the time with complimentary access to LSU or other internal support arrangements <p>PRU prevention placements</p>
Sensory and Physical Needs:	Hearing Impairment	<p>Assessment and Planning</p> <ul style="list-style-type: none"> Part of Academy and class assessments Normal curriculum plans include individual/group targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and 	<p>Assessment</p> <ul style="list-style-type: none"> Part of Academy and class assessments Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to STDC <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include 	<p>Assessment</p> <ul style="list-style-type: none"> Part of Academy and class assessments May require modification to the presentation of assessments Use of speech audiometry and other specialist tools to assess access to spoken language in class

	Range 1	Range 2	Range 3
	<p>acoustics</p> <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher <p>Agreed joint written Advice from CCG and Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management. Advice given by hospital audiologist.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum 	<p>individual/group targets</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher <p>Single piece of work on referral:</p> <ul style="list-style-type: none"> Contact family Visit Academy: <ul style="list-style-type: none"> Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO) Written report circulated to Academy, family, hospital Additional support if needs change on request from Academy <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum <p>Teaching methods which facilitate access to the curriculum, social/emotional development and class participation</p>	<p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics <p>Opportunities for 1:1 and small group work</p> <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher <p>Initial piece of work on referral:</p> <ul style="list-style-type: none"> Contact family Visit Academy: <ul style="list-style-type: none"> Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO) Written report circulated to Academy, family, hospital Annual electro acoustic hearing aid checks Monitoring visit to speak to pupil/SENCO Issue radio aid Monitor radio aid use Up to 6 visits per year from TOD/PIM Possible input from non-education professionals e.g. SALT <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum Possible differentiation by presentation and/or outcome Opportunities for explanation, clarification and reinforcement of lesson content and language Specific interventions for speaking, listening and teaching of phonics

		Range 1	Range 2	Range 3
	Visual Impairment	<p>Assessment and Planning Academy staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</p> <p>Grouping for Teaching Mainstream class. Attention to seating position in classroom</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Quality First Teaching Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. 	<p>Assessment and Planning Academy staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</p> <p>Grouping for Teaching Mainstream class. Attention to seating position in classroom.</p> <p>Curriculum & Teaching Methods Quality First Teaching Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. Academy staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil. Eg.oral descriptions of visual materials</p>	<p>Assessment and Planning Planning based on current visual performance and prognosis of possible changes.</p> <p>Grouping for Teaching Mainstream class. Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate</p> <p>Curriculum & Teaching Methods Quality First Teaching Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. Some modification / differentiation of learning materials and curriculum delivery to facilitate access. Eg. Attention to speed of lesson delivery and speed of working of VI pupil. Use of ipads and other technology to aid learning</p>
	Multi-Sensory Impairment	See HI and VI guidance	See HI and VI guidance	<p>Assessment and planning</p> <ul style="list-style-type: none"> Part of Academy and class assessments Visual and hearing assessments Functional sensory assessment As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development Curriculum plan closely tracks levels of achievement IEP targets are individual, short term and specific IEP targets jointly formulated and monitored with QTMSI <p>Grouping for teaching Daily opportunities for small group work and individual support to ensure access to new experiences and afford opportunities to complete work, preview and review lessons</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Significant modification to learning materials and curriculum delivery

	Range 1	Range 2	Range 3
			<ul style="list-style-type: none"> Individual mobility and independence/life skills programmes <p>Human Resource and Staffing</p> <ul style="list-style-type: none"> Daily access to individual support, trained to meet the needs of pupils with MSI Frequent visits from QTMSI Input from mobility/rehabilitation officer Input from other educational and non-educational professionals as appropriate Need for balanced approach to support and intervention to facilitate social inclusion
Physical Difficulties	<p>Assessment</p> <ul style="list-style-type: none"> Part of settings and Foundation Stage assessments. SENCO may be involved in more specific assessment and observations. Regular review of personal educational plan Pre referral advice from the teaching support service <p>Planning</p> <ul style="list-style-type: none"> Settings curriculum plans including individual/group targets. Parents/carers involved regularly and support targets at home. <p>Child involved in setting and monitoring their targets.</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible approach to grouping and or some individual work. <p>Circle time activities to help build self esteem.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Pre handwriting assessment and relevant skills practice Dressing and undressing skills 	<p>Assessment</p> <ul style="list-style-type: none"> As for range one but with advice from teaching support service and possibly health care professionals. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum planning in addition to closely focussed and monitored IEP targets for 10-20% time <p>Grouping for teaching</p> <ul style="list-style-type: none"> Full inclusion within the National Curriculum Guidance for the Foundation Stage through <u>enhanced</u> use of differentiation and group support. Buddy system <p>Circle time activities to help boost self esteem.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Pre handwriting skills programme Dressing and undressing skills programme. Access to appropriate ICT equipment. May need specialist seating and or furniture or equipment. <p>Resources</p> <ul style="list-style-type: none"> Main support from foundation stage practitioners with support from SENCO 	<p>Assessment</p> <ul style="list-style-type: none"> For mobility and curriculum access to be carried out by both educational and health colleagues. May need specialist seating May need ICT assessment to aid with future curriculum recording. <p>Planning</p> <ul style="list-style-type: none"> Curriculum planning now closely linked to IEP targets. <p>Modified PE/outdoor play curriculum is likely to be needed.</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream classroom setting. Small group or one to one adult input to practice skills. Individual skills based work may need to take place outside the classroom. Nurture group input may be necessary to help with low self esteem. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Programme to support pre handwriting and handwriting skills. Differentiated writing materials and

	Range 1	Range 2	Range 3
	<p>programme.</p> <ul style="list-style-type: none"> • Access to gross motor skills assessment. <p>May need access to basic equipment such as pencil grips, stubby handled paint brush.</p> <p>Resources</p> <ul style="list-style-type: none"> • Main support from foundation stage practitioners with support from SENCO. 	<p>and or specialist support service when needed</p> <ul style="list-style-type: none"> • Input from additional adult to provide targeted support under the direction of teacher. • Some support/ supervision may be needed to meet hygiene needs and or outside play and at lunch time 	<p>equipment.</p> <ul style="list-style-type: none"> • Differentiation to PE curriculum. • Dressing and undressing skills programme. • ICT equipment to aid recording and possibly AAC. <p>Will need specialist seating and or furniture or equipment.</p> <p>Resource</p> <ul style="list-style-type: none"> • Flexible use of classroom support to access curriculum and develop skills in recording. • Use of specialist equipment <p>Training and advice from specialist support service for teaching and support staff.</p>

Additional Intervention at Belle Vue Girls' Academy

In addition to above graduated intervention and support, Belle Vue Girls' Academy has developed courses for KS4 (Year 10 and Year 11) which are particularly designed to meet the needs of statemented students (EHCP from September 2014) and other students with learning difficulties. We have also designed a new bespoke course for statemented students (EHCP from September 2014) and other students with learning difficulties for girls in Year 12.

We have developed a speech and language programme to support girls with communication difficulties following advice from the Speech and Language therapy service. A teaching assistant attends speech and language appointments along with parents and any advice is then followed up at home and in Academy in weekly speech and language sessions. This approach has improved attendance at appointments and the girls concerned have made significant progress in their communication skills.

How parents are involved in their child's education at Belle Vue Girls' Academy

All parents are written to at the start of the academic year to inform them if their daughter is on the SEN Register and if she has an IEP. They are asked to comment on their daughter's progress and are invited to comment on how the Academy can help their daughter further to overcome barriers to learning. The students are also consulted regularly in Academy and asked to comment on their progress and how we can help them to learn. In addition, parents are encouraged

to contact the Academy if they have any concerns about their daughter. Parents are invited regularly into the Academy to discuss their daughter's progress and to address any concerns they may have about their daughter.

Extra-curricular activities at Belle Vue Girls Academy for students with SEN

Every girl on the SEN Register is invited to come to Academy early every morning to the SEN area. They can get help with their homework, class work, speech and language development, use of computers and they can also socialise with others. In addition we hold an after Academy club on Wednesdays to support your daughter in similar ways.

If you would like to find out more about what Belle Vue Girls' Academy can offer please check by clicking on the links below

- If you would like to find out more details about Bradford's Local Offer and ranges for SEND please go to: <http://bso.bradford.gov.uk/content/local-offer> and click on C&F Act SEND.
- The Accessibility Plan is available on the Academy website: www.bellevuegirls.co.uk Please click on the appropriate link.

Belle Vue Girls' Academy Accessibility Arrangements.

Targets	Strategies	Outcome	Goals Achieved	Monitor & end date
Provide convenient parking spaces near Academy entrances for disabled drivers	Reserve 2 car parking spaces for disabled drivers	Improved access for disabled staff and visitors	Improved access to Academy	Usage of parking spaces
Improve fire evacuation procedures	Identify places of safety for disabled students, staff & visitors and mark on evacuation notices. Identify disabled visitors in signing in book.	Improved safety of disabled/wheelchair users in the event of a fire evacuation	Confident that all can be safe in the event of a fire	PEEPs for all students and staff as required – constantly reviewed
Provide access to “re-val” units for small for age pupils	Additional “re-val” unit mounted at lower level	Increased level of independence	Improved access and independence for “small for age” pupils	Keep in working order
Survey parent/carers for disabilities	Standard paragraph to be included in letters informing of forthcoming events. Letter requesting information on parent/carer disabilities in new pupil induction information	Inclusion of all parents/carers at events such as review days, presentation evenings etc	Advance preparation possible to accommodate the needs of parents/carers	Staff reminder
Increase inclusion of visually impaired pupils in PE lessons	Purchase specialist PE equipment for visually impaired pupils eg audible balls	Inclusion of visually impaired pupils	Increased access to curriculum	Replaced as necessary
Increase inclusion of visually impaired pupils in Practical lessons	Purchase specialist equipment for visually impaired pupils	Inclusion of visually impaired pupils	Increased access to curriculum	Staff awareness of availability of resources
Review extra-curricular opportunities for disabled pupils	Include additional requirements in risk assessment to ensure venues are DDA compliant	Inclusion of all pupils in extra-curricular activities	Inclusion of all pupils in extra-curricular activities	Checked on each risk assessment
Provide chairs & tables of varying heights in classrooms	Audit classrooms and assess furniture requirements	Improved comfort	Improved comfort and working conditions	Sept 09
Provide ICT to assist disabled pupils to record and to read their work.	Provide PCs compatible with specialist software for visually impaired. Investigate speaking word processors and voice activated software	Improved IT curriculum provision. Improvement in literacy & presentation skills	Increase in access to the curriculum, raised standards in pupils with learning disabilities.	Equipment supplied on loan from Bradford Council for specific students- on going as required
Include Disability Awareness as part of Citizenship curriculum	Invite disability awareness groups in to work with pupils eg Mind the Gap performance	Promote disability awareness and equal opportunities knowledge	Disability awareness increased for staff and pupils	Curriculum Review
Inclusion of all pupils as being part of the form	Personalise timetables of pupils on SEN Register, ie SEN “extras” timetabled in place of some lessons so that all pupils take part in Registration periods.	Opportunities to form wider friendships with peer group, included in all registration activities	Comprehensive inclusion of SEN pupils	Tutors monitor inclusion of SEN students in registration activities. On-going
Ensure all staff are familiar with ways of	Whole staff training on inclusion and	Improved access to information by	Improved delivery of	Weekly briefings on particular

delivering information to people with disabilities. Eg use of simple language, large print, use of diagrams, uncluttered text, allowing sufficient time	differentiation, with follow up workshop sessions throughout the year.	all pupils	information in a variety of formats	students on SEN register for all relevant staff. Use of training days. Re-structure of TAs in 2008. L2 TAs assist in each Faculty (small groups, differentiation) as well as L1 at one –to-one level.
Wheelchair access throughout Academy, including Zara Sports Centre	Hydraulic ramp in E Block corridor	Wheelchair users won't have to go outside to move between A and D Blocks	Wheelchair access throughout Academy	
Competent administration of medicines and emergency aid	Appoint suitably qualified health care professional	Improved confidence in dealing with students with temporary or permanent disabilities	Improve attendance; parental confidence in Academy situation	Working with outside agencies to include mental health referral and counselling
Student Voice	Listen to individual students opinions on ways of improving access to all areas	Increase confidence of students on SEN register	Greater independence and less reliance on support out of classroom situations	On-going.

**The following documents are published on the Academy website and regularly reviewed by Governors:
SEND policy, Local Offer, Accessibility Plan – www.bellevuegirls.co.uk**