

Special Educational Needs and Disability Policy

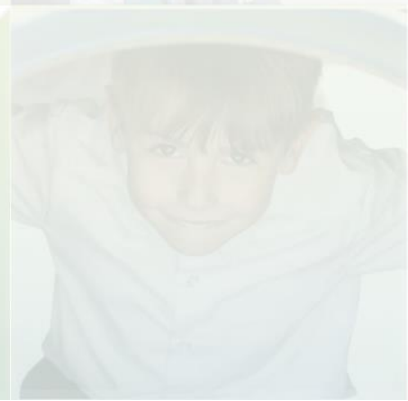


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1 Policy Statement and Aims

- 1.1 The Heath Family Trust exists to empower children to overcome barriers, be able to compete with the best, and shape the future.**
- 1.2 We have the same ambition for all of our children and are committed to:**
 - 1.2.1 Ensuring equality and fairness for all;
 - 1.2.2 An inclusive, strengths-based approach, welcoming and valuing all with high expectations and ambition;
 - 1.2.3 Person-centred practices, putting the child and their families at the heart of the process to meet needs;
 - 1.2.4 Intervening early and working with other agencies to ensure children receive the best support;
 - 1.2.5 Working across schools, MATS and LAs to share expertise and collaborate on provision for students with SEND.
- 1.3 This policy aims to:**
 - 1.3.1 Ensure the Trust and its schools complies with and implements the requirements of the Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice 2015;
 - 1.3.2 Outline the roles and responsibilities of those involved in providing for students with SEND in our schools;
 - 1.3.3 Provide information about general SEND practice in the Trust; it is a collaborative policy, involving all schools in the Trust who communicate with each other and work together to achieve more than any one school could achieve on its own (please see individual schools' SEND Information Reports for more detailed information about provision in each school).
- 1.4 This policy operates in conjunction with the following Trust policies:**
 - 1.4.1 Attendance Policy
 - 1.4.2 Data Protection Policy
 - 1.4.3 Safeguarding and Child Protection Policy
 - 1.4.4 Supporting students at School with Medical Conditions Policy
- 1.5 This policy operates in conjunction with the following individual school policies:**
 - 1.5.1 Accessibility Plan
 - 1.5.2 SEND Information Report
 - 1.5.3 Safeguarding and Child Protection Policy

2 Definition of SEND

- 2.1 This policy refers to children and young people who have or may have special educational needs and disabilities (SEND).**
 - 2.1.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
 - 2.1.2 A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - 2.1.3 has a significantly greater difficulty in learning than the majority of others of the same age, or
 - 2.1.4 has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools
 - 2.1.5 "Special educational provision" means educational provision that is additional to, or different from, that made generally for others of the same age.

[Children and Families Act \(2014: 20-21\)](#)

2.2 A person has a disability if:

- 2.2.1 they have a physical or mental impairment, and
- 2.2.2 the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

[Equality Act \(2010:6\)](#)

2.3 The Heath Family Trust (NW) considers needs of students in four broad areas in line with the [SEND Code of Practice \(2015: 5.32\)](#):

- 2.3.1 Communication and interaction
- 2.3.2 Cognition and learning
- 2.3.3 Social, emotional and mental health difficulties
- 2.3.4 Sensory and/or physical needs

2.4 These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. The Heath Family Trust identifies the needs of pupils by considering the needs of the whole child which will include not just their SEND.

3 Legal Framework

3.1 This policy complies with the [SEND Code of Practice 2015](#) and the following legislation:

- 3.1.1 [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- 3.1.2 [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report
- 3.1.3 [Equality Act 2010](#)

4 Roles and responsibilities

4.1 The CEO and Trust Board will:

- 4.1.1 Ensure that SEND provision is an integral part of the Trust development plan;
- 4.1.2 Ensure school leaders fulfil expectations and statutory duties;
- 4.1.3 Have regard for the requirements of the SEND Code of Practice 2015;
- 4.1.4 Have an understanding of the proportion of students identified with SEND including those with Education, Health and Care Plans (EHCPs), the provision this requires and outcomes for this cohort;
- 4.1.5 Promote equality of opportunity for disabled children and young people;
- 4.1.6 Appoint a link trustee to lead on the Board's monitoring of support for pupils with SEND.

4.2 The Trust SEND Lead will:

- 4.2.1 Work as part of the Trust's Education team to determine the strategic development of SEND policy and practice;
- 4.2.2 Promote inclusion and equality of opportunity for all;
- 4.2.3 Monitor the implementation of the policy to ensure that each school in the Trust consistently implements current statutory guidance, legislation, and The Heath Family procedures and practice;
- 4.2.4 Monitor the quality and effectiveness of SEND provision and share findings with Principals and the Trust's Education Team;

- 4.2.5 Work with Principals and SENDCOs to determine the development of SEND provision in schools;
- 4.2.6 Share effective practice around SEND provision across schools;
- 4.2.7 Ensure that appropriate training is in place to support staff to develop their skills and expertise in relation to SEND;
- 4.2.8 Support the recruitment of SEND staffing in schools;
- 4.2.9 To inform the professional learning offer, analyse patterns and distribution of SEND need across all schools.

4.3 School Principals will:

- 4.3.1 Hold ambitious expectations for all pupils with SEND;
- 4.3.2 Establish and sustain culture and practices that enable students with SEND to access the curriculum and learn effectively;
- 4.3.3 Ensure school staff work effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate;
- 4.3.4 Ensure the school fulfils its statutory duties with regard to SEND legislation and ensure that all staff are aware of their responsibilities for SEND provision;
- 4.3.5 Appoint a Special Educational Needs and Disability Coordinator (SENDCo), who holds (or gains within three years of appointment) the National Award or NPQ in SEND and will ensure they are given sufficient protected time and resources to carry out their duties;
- 4.3.6 Regularly and carefully review the provision for students with SEND;
- 4.3.7 Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND;
- 4.3.8 Provide strategic leadership of SEND, ensuring the school's strategic plan is focused on the specific areas of improvement required to strengthen provision;
- 4.3.9 Ensure school is compliant with SEND policies, processes and strategies, and that schools operate within statutory guidelines;
- 4.3.10 Regularly undertake Quality Assurance activity in line with Trust QA Calendar and SEND Key Duties QA Overview (See Appendix 1) to ensure all duties for students with SEND are fulfilled and quality of provision is high;
- 4.3.11 Work with the Trust SEND Lead to determine the strategic development of SEND provision in the school;
- 4.3.12 Ensure SEND funding and other resources are used to meet pupils' needs effectively.

4.4 School SENDCOs will:

- 4.4.1 Work with the Principal and Trust SEND Lead to determine the strategic development of SEND provision;
- 4.4.2 Manage provision for students with SEND; implement the SEND policy and monitor its effectiveness
- 4.4.3 Liaise with a range of external agencies who may offer advice and support to help students overcome difficulties;
- 4.4.4 Provide specialist advice and facilitate training to ensure that all staff are skilled and confident about meeting a range of needs;
- 4.4.5 Ensure students' needs are quickly and accurately identified using a range of assessments including Trust Screening and Identification Tools (See Appendix 2) and through referrals to specialists;

- 4.4.6 Write and regularly review the school SEND Register is in line with the Trust Common Approach (see Appendix 3) and formally notify parents that their child is on the SEND Register;
- 4.4.7 Follow the graduated approach (Assess, Plan, Do, Review) to SEND provision, as well as an approach that is person-centred (the views of students and their parents/carers are considered in the design and implementation of SEND provision and schools offer at least three meetings per year to review progress);
- 4.4.8 Ensure every student on the SEND Register has a Learner Profile or SEND Support Plan enabling staff to meet the needs of students with SEND through adaptive teaching and targeted interventions;
- 4.4.9 Publish their SEND Information Report on the school website in line with statutory requirements and update annually (every September);
- 4.4.10 Meet all of the statutory requirements around applications for, implementation and review of Education, Health and Care Plans (in conjunction with the relevant Local Authority);
- 4.4.11 Track and monitor progress, attendance and behaviour of students with SEND to ensure provision in place is meeting their needs;
- 4.4.12 Consider access arrangements for formal tests and examinations in line with JCQ Regulations;
- 4.4.13 Co-ordinate the deployment of SEND support staff.

4.5 Teachers will:

- 4.5.1 Implement the procedures for identifying, assessing and making provision for pupils with SEND;
- 4.5.2 Ensure that they have a clear understanding of the needs and SEN provision for students they teach;
- 4.5.3 Adapt teaching to plan and respond to the strengths and areas of need for each child;
- 4.5.4 Understand the factors that may cause barriers to learning and how to overcome these;
- 4.5.5 Be accountable for the outcomes and progress of each child;
- 4.5.6 Work closely with the SENCO and support staff as appropriate to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

4.6 Support Staff (Teaching Assistants, Learning Mentors etc.) will:

- 4.6.1 Be fully aware of the SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND;
- 4.6.2 Support the work of the SENDCO to promote the inclusion of pupils with SEND;
- 4.6.3 Provide high quality support for pupils according to their specific needs.

5 Working with Parents and Carers to Meet the Needs of Children and Young People with SEND

- 5.1 We recognise that parents and carers know their children best and believe children, young people and their families should be involved in decision making at every stage of the process.**
- 5.2 We understand how important it is for all professionals to listen and understand when parents express concerns about their child's development. We will always listen to and address any concerns raised by children and young people themselves.**

- 5.3 In determining the support a child may require, we will collaborate with parents to develop a good understanding of the pupil's areas of strength and difficulty and agree outcomes sought for the child and the next steps.
- 5.4 We will always seek parental permission before contacting external professionals to carry out assessments and/or deliver specialist provision.
- 5.5 Parents and carers will be informed if their child is on the school's SEND Register and what special educational provision is in place for them.
- 5.6 Schools will provide opportunities for parents and carers to be aware of and contribute to the graduated approach (assess, plan, do, review) around this provision. This will include advice for parents and carers to reinforce or contribute to progress at home, where appropriate.
- 5.7 Communication with parents will be recorded on the school information system and agreed actions will be addressed in a timely manner.
- 5.8 Schools will offer parents at least three opportunities per year to meet with a teacher/ teachers who have a good understanding of their child's needs and progress/attainment.

6 Identification of SEND

- 6.1 The Heath Family Trust recognises that early identification of and effective provision for SEND improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and recording SEND as outlined in SEND Register: A Common Approach (Appendix 3).
- 6.2 The Heath Family Trust has regard to all the requirements of the SEND Code of Practice 2015 and follows an 'Assess – Plan – Do – Review' cycle known as the graduated approach. Please see each school's SEND Information Report for detail of how this approach is used to meet the needs of students.

7 Allocation of Resources

- 7.1 All schools receive funding for students with SEND in these main ways:
 - 7.1.1 The notional budget, which is determined by socio-economic factors by the Local Authority, funds provision for students on the SEND Register
 - 7.1.2 'Top up' budget which is paid per student with an EHCP to fund additional provision required. Schools are expected to contribute £6,000 per plan linked to top up funding from their notional SEN budget. This figure is derived from the difference between element 1 funding (£4,000) and special school placement funding (£10,000). However, the notional SEND budget is not intended to provide £6,000 for every pupil with SEN, as it is expected that most pupils' support will cost less than that¹
¹[The notional SEN budget for mainstream schools: operational guidance \(DfE, 2023\)](#)

8 Admission Arrangements for Pupils with SEND

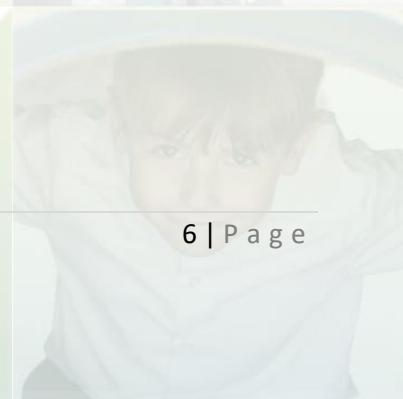
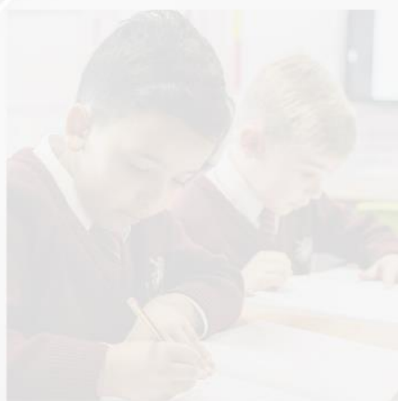
- 8.1 Please see each school's general admission arrangements for information. Pupils with SEND are considered for admission to the school on exactly the same basis as for pupils without SEND, with the exception of pupils with EHCPs.
- 8.2 The admission of pupils with EHCPs is outside the normal admissions process and the pupils are admitted under [s324 of the Education Act 1996](#). Once the school is named in the EHCP they must admit the pupil.
- 8.3 The school's admissions criteria will not discriminate against those pupils with SEN.

9 Monitoring, Evaluating and Review of Policy

- 9.1 The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to the Trust central team, the local governing body and the principal of each Trust school.
- 9.2 The local governing body and senior leadership team at each Trust school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.
- 9.3 The policy is reviewed on an annual basis by the Trust SEND Lead in conjunction with the Board of Trustees; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

10 Complaints

- 10.1 Regular communication between the school and home (as outlined in Section 5) ensure that concerns are promptly acted on. Where this has not happened, however, and a parent/carer wishes to complain about SEND provision or the SEND policy, they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation. If this fails to resolve the issues, a complaint can be made in accordance with the Trust's Complaints Policy Statement on the Trust's website (www.thfnw.uk), which sets out the steps for making a complaint in more detail.



Appendix 1: SEND Duties QA Annual Overview

SEND Duty	When	Deadline 24/25	Who	QA at deadline
Staff SEND CPD + pupil SEND info sharing	HT1 Wk1	06/09/24	SENCO/SLT	SENCO Line Manager
SEND Parent Meetings 3x/year	Offer termly	20/12/24 04/04/25 18/07/25	SENCO + other staff	SENCO Line Manager
KS2/4 SEND results analysis	September	04/10/24	SENCO/SLT	ADTL SEND Head of School/ Principal
SEND Information Report (+policy)	September	04/10/24	SENCO	ADTL SEND Head of School/ Principal
SEND Register accurate and regularly updated + formal notification to parents	HT1	25/10/24	SENCO	ADTL SEND (SEND Register) Head of School/ Principal (notification to parents)
New cohort identification/ screening	HT1	25/10/24	SENCO + other staff	SENCO Line Manager
Person-centred practice + Learner Profiles + SEND Support Plans	Ongoing review cycle	25/10/24 for new cohort	SENCO + other staff	SENCO Line Manager
Intervention programmes planning, implementation and monitoring systems in place	HT1	25/10/24	SENCO + other staff	SENCO Line Manager/ Head of School/ Principal
TA deployment/timetables + line management meetings schedule	HT1 Wk1/2	13/09/24	SENCO/SLT	SENCO Line Manager/ Head of School/ Principal
Reporting to governors	Termly	20/12/24 04/04/25 18/07/25	SENCO/SLT	Head of School/ Principal
SEND development action planning	September	04/10/24	SENCO/SLT	ADTL SEND Head of School/ Principal
Responding to referrals to SEND Dept. incl. screening/ assmt.	Ongoing		SENCO	SENCO Line Manager
EHCP provision must be in place as per plan + Annual Reviews	Reviews conducted as per statutory requirements	As per review cycle	SENCO	SENCO Line Manager
Transition information transfer – leavers and starters	HT4-6	18/07/25	SENCO	SENCO Line Manager
Access arrangements	Ongoing evidence gathering	Published by JCQ September 2024	SENCO	SENCO Line Manager/ Head of School/ Principal
SEND provision QA	Alongside/ part of T&L QA	In line with T&L QA schedule	SENCO/SLT/SLs	SENCO Line Manager/ Head of School/ Principal
SEND cohort data analysis + follow-up action	At least termly	20/12/24 04/04/25 18/07/25	SENCO	SENCO Line Manager
Referrals to external agencies/services	Ongoing		SENCO	SENCO Line Manager

Appendix 2: SEND Screening and Identification Tools All Areas of Need

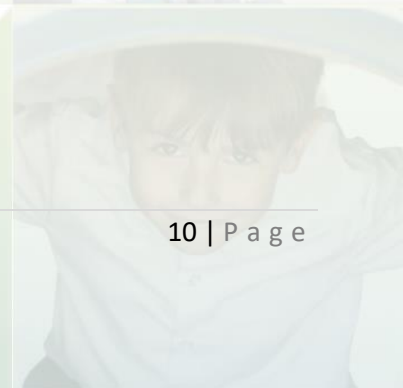
Tool	Uses	Phase	How to access
Do-it Profiler	<ul style="list-style-type: none"> Identifies strengths and weaknesses of learners across different cognitive, emotional and learning domains. Helps identify learners who may have additional needs, e.g. literacy, numeracy, social, language, attention and communication challenges. 	Primary/ Secondary	doitprofiler.com
Family Questionnaire	<ul style="list-style-type: none"> Questionnaire for parents to complete Useful for new students or new SEND referrals 	Primary/ Secondary	Hard copies given to SENDCos SENDCo Network Sharepoint site
SEND Referral Checklists	<ul style="list-style-type: none"> To be completed by staff member making referral to SENDCo Supports SENDCo in identifying area of need/ possible referrals for assessment Section labels for SENDCo use only (dyslexia, dyspraxia, ADHD, ASC, dyscalculia, SLCN) 	Primary/ Secondary	Hard copies given to SENDCos SENDCo Network Sharepoint site
'Stoke Speaks Out' Child Development Tool	<ul style="list-style-type: none"> <u>The Prime Areas of the EYFS curriculum split in to narrower age bands. Useful for identifying areas of concern, small steps of progress and next steps.</u> 	Primary	SENDCo Network Sharepoint site
<p>Appropriate referrals for further assessment:</p> <ul style="list-style-type: none"> Educational Psychologist Health Service 			

Cognition and Learning

Tool	Uses	Phase	How to access
SplD screeners	<ul style="list-style-type: none"> Dyslexia screening Dyscalculia screening 	Primary/ Secondary	https://www.gi-assessment.co.uk/go/send-guide/
CAT4	<ul style="list-style-type: none"> Underlying ability 	Secondary	www.testingforschools.com School-specific login details
NGRT	<ul style="list-style-type: none"> Reading 	Secondary	www.testingforschools.com School-specific login details
NGST	<ul style="list-style-type: none"> Spelling 	Secondary	www.testingforschools.com School-specific login details
Progress Tests	<ul style="list-style-type: none"> Maths, English and Science 	Secondary	www.testingforschools.com School-specific login details
Key Maths 3	KeyMaths3 ^{UK} provides the tools to assess maths skills of students aged 6 years to 16 years 11 months and assist in intervention planning	Primary/ Secondary	Paper-based Contact HM
Motor skills screening tool	<ul style="list-style-type: none"> From 'Developmental Dyspraxia' by Madeleine Portwood 	Primary/ Secondary	Hard copies given to SENDCos SENDCo Network Sharepoint site Book available from HM
<p>Appropriate referrals for further assessment:</p> <ul style="list-style-type: none"> Specialist teacher Educational Psychologist Occupational Therapy (OT) Health Service 			

Communication and Interaction

Tool	Uses	Phase	How to access
The Autism Umbrella Chart	<ul style="list-style-type: none"> Provides an overview of an individual’s ASC traits/ relative strengths and difficulties (diagnosis not required to use the chart) 	Primary/ Secondary	SENDCo Network Sharepoint site Hard copies given to SENDCos
Universally Speaking	<ul style="list-style-type: none"> Allows you to compare a child’s speech and language presentation with age-related expectations 	Primary/ Secondary	SENDCo Network Sharepoint site Hard copies given to SENDCos
Gilliam Autism Rating Scale (GARS-3)	<ul style="list-style-type: none"> Assists in identifying autism in individuals and estimating its severity 	Primary/ Secondary	SENDCo Network Sharepoint site Emailed to SENDCos
Sound Development Checklist	<ul style="list-style-type: none"> An overview of the typical sounds children should be able to use in words at different ages 	Primary/ Secondary	SENDCo Network Sharepoint site
Autism Education Trust Sensory Assessment Checklist	<ul style="list-style-type: none"> Checklist of sensory difficulties often associated with ASC 	Primary/ Secondary	SENDCo Network Sharepoint site
<p>Appropriate referrals for further assessment:</p> <ul style="list-style-type: none"> SALT Health Service ASC Pathway 			



Social, Emotional and Mental Health

Tool	Uses	Phase	How to access
PASS	<ul style="list-style-type: none"> Highlights emotional or attitudinal problems within individuals or cohorts (such as low self-regard or attitudes to attendance) likely to hinder achievement at school. 	Secondary	www.testingforschools.com School-specific login details
Strengths and Difficulties Questionnaire (SDQ)	<ul style="list-style-type: none"> Behavioural screening (emotional/ conduct/ peer relationship problems, hyperactivity, inattention and prosocial behaviour) 	Primary/ Secondary	Hard copies given to SENDCos Additional versions (self-report, follow-up etc.) and scoring sheets here: https://www.sdainfo.org/pv/sdainfo/b3.pv?language=Englishqz(UK)
YP-CORE	<ul style="list-style-type: none"> Brief measure of psychological distress 	Secondary	Hard copies given to SENDCos SENDCo Network Sharepoint site
BOXALL Profile	<ul style="list-style-type: none"> Assesses emotional and behavioural strengths and difficulties , informs intervention and measures progress 	Primary/ Secondary	Paper-based Contact HM
QB Check	<ul style="list-style-type: none"> Computer test of attention, hyperactivity and impulsivity 	Primary/ Secondary	Licence purchased by MAT – see HM for USB device School required to pay for each test £49
Brown ADD Scales	<ul style="list-style-type: none"> Measure cognitive functioning aspects/ impairments associated with ADD and ADHD 	Primary/ Secondary	Paper-based Contact HM
ADHD Rating Scale	<ul style="list-style-type: none"> Rating against key diagnostic criteria – score indicates if referral for formal assessment is needed 	Primary/ Secondary	SENDCo Network Sharepoint site Emailed to SENDCos
Appropriate referrals for further assessment: <ul style="list-style-type: none"> CAMHS Health Service ADHD Pathway 			

Sensory and/or Physical

Tool	Uses	Phase	How to access
Biel and Peske Sensory Checklist	<ul style="list-style-type: none"> For parents' personal use Lots of 'avoids' / 'seeks' / 'mixed' responses – referral to OT advised 	Primary/ Secondary	https://www.sensorysmarts.com/sensory-checklist.pdf Hard copies given to SENDCos For advice on how to meet sensory needs: https://www.pediastaff.com/blog/activities-for-the-sensory-diet-6106
Sensory Profile 2	<ul style="list-style-type: none"> Standardised tools to help evaluate a child's sensory processing patterns in the context of home, school and community-based activities 	Primary/ Secondary	To be purchased if required by a number of schools SENDCos to feedback to HM
Autism Education Trust Sensory Assessment Checklist	<ul style="list-style-type: none"> Checklist of sensory difficulties often associated with ASC 	Primary/ Secondary	SENDCo Network Sharepoint site
Appropriate referrals for further assessment:			
<ul style="list-style-type: none"> Occupational Therapy (OT) Sensory Service Health Service 			

Appendix 3: Trust Common Approach to Identification of SEND SEND Register: A Common Approach

SEND Code of Practice (2015) Definition of SEN

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

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (pp.15-16)

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to* that normally available to pupils of the same age (p.94)

The full document can be accessed here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

*Examples of provision that are different from or additional to the universal offer

- Intervention programmes
- TA support (1-1 or small group)
- Differentiated curriculum/ resources
- Resources/ equipment for specific SEN
- Alternative provision (part-time or full-time)
- Small class size
- Current external SEND agency involvement

Additional Needs

Where students' needs are not described by the definition above, schools may choose to record additional needs on another register, for example, Medical Needs Register, EAL Register, 'Under Assessment' Record.

Essential Information to be included on the SEND Register

- Child's name and year group
- SEN Status (SEN Support or EHCP)
- Primary Area of Need
 - Cognition and Learning
 - Communication and Interaction
 - Physical and/or Sensory

- Social, Emotional and Mental Health
- Diagnosis/ Identified SEN

Optional Information to be included on the SEND Register

- Secondary area of need
- Agencies involved
- Link to support plan

Name	Year	SEN/ EHCP	Primary Area of Need	Secondary Area of Need	Diagnosis/ Identified needs
Jane Smith	7	SEN	Cognition and learning		SpLD – dyslexia

- Overview of additional/ different provision

For example:

Range of evidence to consider when making a decision around whether a child has SEND

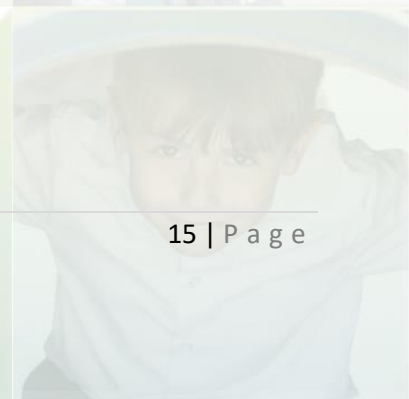
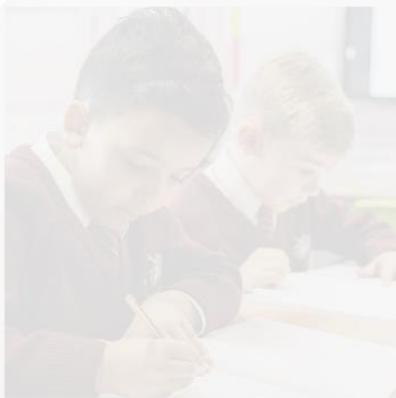
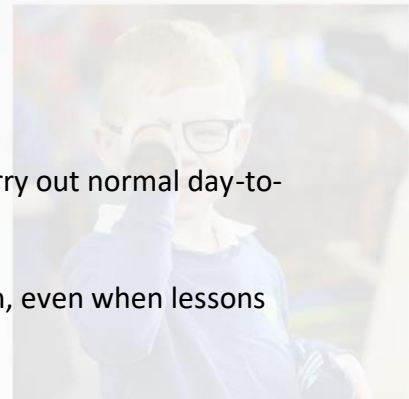
- Reports from professionals, e.g. EP, SALT, CAMHS/ Request additional information through a referral.
- Review assessment data/ Complete a screening/assessment to gain extra data (see SEND Screening and Identification Tools document)
- Ask the child’s family for their view on the child having SEND.
- Speak to the child about what they find difficult.
- Observe the child in class to ensure quality-first teaching is taking place at the universal level, and observe the child in social situations.
- Gather information from teacher(s):
 - i. is the student currently making good progress (in your subject)?
 - ii. does the child need something different from or additional to other pupils in your class, in order to help them to succeed?

iii. in your opinion, do your answers to the above questions reflect recent changes, or has this been the case for a lengthy period of time?

iv. have you noticed other difficulties that the student has in school, i.e. difficulties not directly about their learning but about their ability to regulate emotions at an age-appropriate level, socialise successfully, etc.?

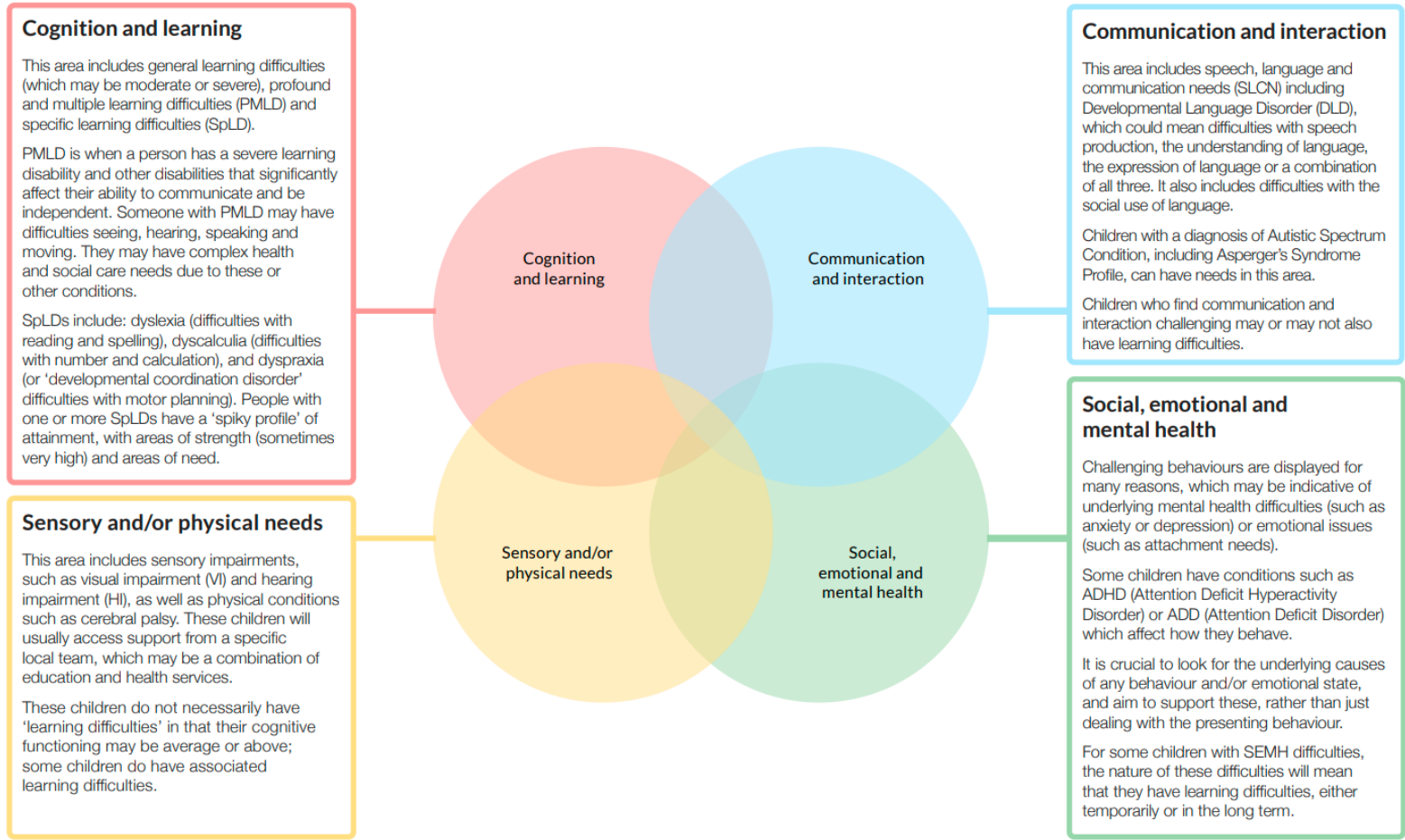
Key questions for SENDCOs:

- Does the child's need have a significant effect on their learning?
- Does the child's need have a substantial adverse effect on their ability to carry out normal day-to-day activities?
- Does the child need something additional to or different from other children, even when lessons are appropriately differentiated at the whole-class level?
- Does the child have a diagnosis relevant to the needs?



SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Plotting overlapping needs for pupils with SEND



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This resource supports the [Special Educational Needs in Mainstream Schools](#) guidance report