

Policy: Special Educational Needs and Disabilities (SEND)

Date: reviewed regularly; see date in document label for most recent update



1. Introduction: Sphere Federation vision

This policy relates to all three schools in Sphere Federation: Scholes (Elmet) Primary; St James' CE Primary; and Moortown Primary.

We want each of our schools to be a **happy and healthy place to learn** (St James' CE Primary: a **happy and healthy place to achieve and believe**). This is for all pupils, including those with special educational needs and disabilities (SEND).

All schools in Sphere Federation share common values and an ethos that adheres to inclusive principles. The schools work collaboratively to endeavour to meet the needs of all learners.

We have an inclusive ethos, providing pupils with access to a broad and balanced curriculum, although we recognise that reasonable adjustments may be needed to best meet pupils' needs. We have high expectations of all our children: we're committed to supporting our pupils so they have the chance to thrive and meet their full potential. We assess their attainment, progress and needs regularly and put support in place at the earliest possible stage where needed. We work in partnership with children, parents and other agencies to provide the best possible educational outcomes.

2. Aims

To support our vision for our schools to be **happy and healthy places to learn** (or a **happy and healthy place to achieve and believe**), our aims around special educational needs and disabilities (SEND) are that:

- the special educational needs or disabilities of pupils will be addressed and pupils will not be labelled or disadvantaged by any policy or procedure operated within the federation
- we work in partnership with parents and appropriate external agencies to support pupils with SEND and will use our best endeavours to ensure that appropriate provision is secured for any pupil with SEND in order to achieve agreed outcomes
- each school has a Special Educational Needs and Disabilities Co-ordinator (SENDCo) and supporting team who will maintain and regularly review the SEND register held in respect of an individual pupil and co-ordinate support
- teaching and support staff are aware of and fulfil their responsibility to support individual pupils, to implement strategies suggested by the SENDCo and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes
- children and young people with SEND engage in the activities of the school alongside pupils who do not have SEN

The aim of this policy is to make sure Sphere Federation schools fully implement national legislation and guidance regarding pupils with SEND. It explains the roles and responsibilities of everyone involved in providing for pupils with SEND.

The policy sets out how Sphere Federation schools will:

- support and make provision for pupils with SEND

- provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- help pupils with SEND fulfil their aspirations and achieve their best
- help pupils with SEND become confident individuals living fulfilling lives
- help pupils with SEND make a successful transition into adulthood
- communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision

3. Legislation and guidance

The policy is based on the statutory guidance [SEND code of practice: 0 to 25 years: Guidance on the special educational needs and disability \(SEND\) system for children and young people aged 0 to 25](#).

This policy is also based on the following legislation:

- [Children and Families Act 2014 Part 3](#) which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#) which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the special educational needs (SEND) information report
- [Equality Act 2010](#) (section 20) which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- [Public Sector Equality Duty \(section 149 of the Equality Act 2010\)](#) which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- [Maintained Schools Governance Guide](#) which sets out governors' responsibilities for pupils with SEND
- [School Admissions Code](#) which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Definitions

We use the [Department for Education's definitions](#).

4.1 Special educational need

"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"

4.2 Disability

"Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition."

4.3 Special educational provision

"For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children..."

4.4 Areas of Special Educational Needs and Disabilities

There are four broad areas of Special Educational Needs and Disabilities:

Communication and interaction	Cognition and learning
<p>Children with speech, language and communication needs (SLCN) have difficulty in communicating with others.</p> <p>This may be because:</p> <ul style="list-style-type: none"> • they have difficulty saying what they want to • understanding what is being said to them • they do not understand or use social rules of communication <p>The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children with Autistic Spectrum Disorder / Condition (ASD / ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>	<p>Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate adaptation.</p> <p>Learning difficulties covers a wide range of needs, including:</p> <ul style="list-style-type: none"> • <i>moderate learning difficulties (MLD)</i> • <i>severe learning difficulties (SLD)</i> <p>Children are likely to need support in all areas of the curriculum – the greater the need, the greater the support. There may be associated difficulties with mobility and communication.</p> <ul style="list-style-type: none"> • <i>profound and multiple learning difficulties</i> <p>Children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia and dyscalculia.</p>
Social, emotional and mental health	Sensory and/or physical needs
<p>Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include:</p> <ul style="list-style-type: none"> • becoming withdrawn or isolated • displaying challenging, disruptive or disturbing behaviour <p>These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders, or physical symptoms that are medically unexplained.</p> <p>Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), or attachment disorder.</p>	<p>Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time.</p> <p>Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or habilitation support (mobility, orientation and living skills).</p> <p>Some children with a physical disability (PD) require additional, ongoing support and equipment to access all the opportunities available to their peers.</p>

Sphere Federation schools support children with needs in each of the areas. We consider carefully the needs of individual children to ensure that our provision, alongside reasonable adjustments, is suitable for a child with SEND whilst considering the efficient education of others.

5. Roles and responsibilities

5.1 SEND team

Across Sphere Federation, there is a SEND team to oversee SEND provision in the schools:

Scholes (Elmet) Primary	Moortown Primary	St James' CE Primary
Karen Hague (Lead SENDCo) Natalie Lake Lottie Flynn (EYFS)	Clare Weekes (Lead SENDCo) Dani Birch Lottie Flynn (EYFS)	Karen Hague (Lead SENDCo) Jackie Freeman Lottie Flynn (EYFS)
tel: 0113 264 9149 email: scholesSEND@spherefederation.org	tel: 0113 268 5915 email: moortownSEND@spherefederation.org	tel: 01937 583379 email: stjamesSEND@spherefederation.org

The function of the SEND Team is to coordinate each Sphere Federation school's approach to SEND provision and undertake the duties set out in Chapter 6 of the [SEND Code of Practice](#).

Karen Hague is the Lead SENDCo across Sphere Federation.

The SEND Team in Sphere Federation schools will:

- inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- provide professional guidance to colleagues and liaise and work with staff, parents and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- advise on the graduated approach to providing SEND support and adapted teaching methods appropriate for individual pupils
- be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- when a pupil moves to a different school or institution, make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- make sure the school keeps its records of all pupils with SEND up to date and accurate
- with the Lead SENDCo and other school leaders, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for the continuous professional development of staff

5.2 Lead SENDCo

The Lead SENDCo will

- work with the Head of Federation and SEND Link Governor to determine the strategic development of the SEND policy and provision
- provide professional guidance to the SEND Team and other colleagues
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- work with the Head of Federation to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- with the Head of Federation and/or other school leaders, identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for the continuous professional development of staff
- with the Head of Federation and/or other school leaders, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access
- prepare and review information for inclusion in the SEND Information Report and any updates to this policy
- with the Head of Federation and/or other school leaders, identify any patterns in the identification of SEND, both within the schools and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.3 Governing board

The Sphere Federation Governing Board will:

- ensure that the federation has an up-to-date SEND Policy
- challenge school leaders around appropriate provision, including necessary and reasonable adaptations to best meet the needs of all children
- will visit the schools to understand and monitor the support given to children with SEND

5.4 Link governor

The SEND Link Governor will:

- work with school leaders to monitor and determine the strategic development of the SEND policy and provision across Sphere Federation
- meet with the SENDCo and raise awareness of SEND issues at Governing Board meetings
- ensure school leaders (and in particular the SENDCo) monitor the quality and effectiveness of SEND provision within each school and update the Governing Board on this

5.5 Head of Federation

The Head of Federation will work with the Sphere Federation Lead SENDCo and SEND Link Governor to develop the SEND policy and provision within the schools. The Head of Federation has overall responsibility for the provision and progress of learners with SEND. The Head of Federation will:

- work with the Lead SENDCo and SEND Link Governor to determine the strategic development of the SEND policy and provision
- work with the Lead SENDCo to make sure the schools meet their responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- have overall responsibility for, and awareness of, the provision for pupils with SEND and their progress
- have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the local authority to support individual pupils
- make sure that members of the SEND Team have enough time to carry out their duties
- have an overview of the needs of the current cohort of pupils on the SEND register
- working with the SEND Team, advise the local authority when a pupil needs an Education, Health and Care (EHC) needs assessment, or when an EHC Plan needs an early review
- with the SEND Team, monitor to identify any staff who have specific training needs regarding SEND and incorporate this into the school's plan for continuous professional development
- with the SEND Team, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access
- with the SEND Team and teaching staff, identify any patterns in the schools' identification of SEN, both within each school and in comparison with national data, and use these to review the quality of teaching

5.6 Teachers

Class teachers are responsible for the progress and development of every pupil in their class and will work with the SEND Team and Teaching Assistants to ensure the processes set out in this policy (including the 'assess, plan, do, review' cycle) are appropriately implemented to support any pupil with SEND. Each teacher is responsible for:

- planning and providing high quality teaching that is appropriately adapted to meet pupil needs through a graduated approach
- the progress and development of every pupil in their class
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- working with the SEND Team to review each pupil's progress and development, and decide on any changes to provision
- ensuring they follow this SEND policy
- communicating with parents regularly to set clear outcomes and review progress towards them; discuss the activities and support that will help achieve the set outcomes; identify the responsibilities of the parent, the pupil and the school; listen to the parents' concerns and agree their aspirations for the pupil

5.7 Parents and carers

Parents/carers should inform the school if they have any concerns about their child's progress or development. This should be raised with the class teacher in the first instance, followed by a member of the SEND Team or Head of School.

Parents/carers of a pupil on the SEND register will be given the opportunity to provide information and express their views about the pupil's needs and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- invited to regular meetings to review the provision that is in place for their child
- asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- given an annual report on the pupil's attainment and progress

We will take into account the views of the parent/carer in any decisions made about the pupil.

5.8 Pupils

Where appropriate and useful, pupils will be given the opportunity to provide information and express their views about their needs and the support provided. Again, where appropriate and useful, they will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- explaining what their strengths and difficulties are
- contributing to setting targets or outcomes
- attending review meetings
- giving feedback on the effectiveness of interventions

The pupil's views will be taken into account.



6. Our approach to SEND support

The following is a basic guide to how we identify if a pupil has special educational needs or disabilities and how we aim to meet the needs in school through reasonable adaptations and additional provision.

6.1 Graduated approach

The graduated approach refers to the system of SEND support within mainstream schools. It allows parents and school to get a better understanding of the child's needs and what support they need to make progress. It is a way of meeting needs through effective implementation of support before moving a pupil onto higher levels of support.

A graduated approach allows decisions and actions to be reviewed, and refined, as the understanding of the pupil's needs and what supports them in making good progress and securing good outcomes grows.

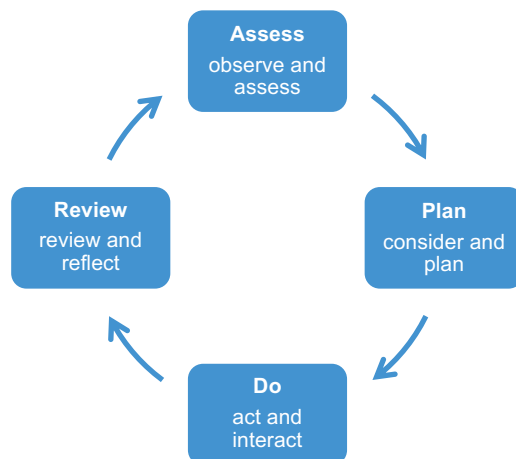
The system should follow four stages, often referred to as a 'cycle':

Assess: The class teacher, working with support from the SEND Team, carries out a clear analysis of a pupil's needs, drawing on teacher assessments and experience of the pupil.

Plan: Where it is decided to provide a pupil with support, we notify parents. Teachers and support staff who work with a pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies that are required.

Do: The planned provision is then be put into place. The teacher works closely with support staff and the SEND Team supports the teacher.

Review: Reviews check how well the support is working and its impact on the child's progress. Based on reviews, the support plan is changed as needed.



6.2 Initial concerns

The decision to record initial concerns may be based on many considerations, including:

- Is the pupil's progress considerably slower than peers starting at same baseline?
- Does the pupil's rate of progress appear to be declining?
- Is the pupil's attainment gap widening?
- Is the pupil's attainment considerably below national expectations?
- Does the pupil have a need which appears to be impacting on their learning?
- Does the pupil have persistent emotional or behavioural difficulties?
- Does the pupil have significant, ongoing sensory or physical difficulties?
- Are concerns identified by a parent/carer or in reports from other agencies or a previous school?

(This is not an exhaustive list.)

After consideration of such points, we may take action to address a need in line with processes set out below.

6.3a Initial adaptations (Stage A)

Any teacher or teaching assistant can record an initial concern about a pupil. If a member of staff decides to raise a concern, they typically do so using the form *SEND Stage A: Initial concerns and adaptations*

The form is a prompt for teachers and support staff to consider:

- the broad areas of SEND need
- their current practice
- additional adaptations

Special educational needs or disability needs should be met as much as possible through quality first teaching: reasonable and appropriate adjustments in the classroom, good practice and best endeavours. It is for this reason that the majority of pupils will not progress to Stage B (being recorded as having SEND).

The Stage A form acts as a basis for initial and subsequent discussions with a member of the SEND team. If we do conclude that quality first teaching and adaptations are not working and/or if we identify a particular need, we move forward in the process eg by looking to provide further support and/or adaptations; conducting specific assessments; putting in place interventions; consulting with an outside agency.

Name		Date of birth:	
Teacher:		Date:	
Attendance:		Pupil premium:	
SEND Stage A: Initial concerns and adaptations			
Refer a child to SENDco if you answer yes to most of the following:			
Is their progress considerably slower than peers starting at same baseline?		yes	don't know
Does their rate of progress appear to be declining?			
Is their attainment gap widening?			
Is their attainment considerably below national expectations?			
Do they have a need which is impacting on their learning?			
What were earlier outcomes (where applicable)?		What is their current and recent attainment? (Refer to Tracker: most recent three assessments, in order, left to right)	
ELG	PSC	Reading	Writing
yes: no	T40		
Briefly describe the child and their learning:			
Communication and interaction	Cognition and learning	Sensory and/or physical needs	Social, emotional and mental health
Initial adaptation / actions to be taken		Review notes (no after 6-8 weeks)	
From:		To:	

The form also enables us to keep a record of concerns and provisions. (This may be needed for future Education, Health and Care Plan (EHCP) applications.)

Key process:

1. Teacher completes the form
2. Teacher submits form to member of SEND Team; review date is agreed
3. Teacher puts in place initial adaptations (as noted on form)
4. Teacher and SEND Team member review and agree further actions:
 - this includes extending review period
 - for most children, this will include continued adaptations with no escalation to Stage B

6.3b Pupil profile (Stage B)

The Stage A form acts as a basis for initial and subsequent discussions with a member of the SEND team. If a pupil's needs are not met solely through quality first teaching (reasonable and appropriate adjustments in the classroom, good practice and best endeavours), we use the form *SEND Stage B: Pupil profile*.

The form is the record of a pupil having SEND. The form is an overview for teachers and support staff of a pupil – a 'profile'. A core aim of the form is to record strategies to address a pupil's specific needs and/or barriers to learning. Many of the strategies may continue to be part of quality first teaching, but typically with additional and specific strategies for the pupil.

Key process:

1. Teacher and SEND Team member review Stage A and agree to enhance provision to meet pupil's needs
2. Together, they complete Stage B form, including a series of review points
3. Teacher updates across the year, dating each update clearly

At any stage (ie before/during/after completion), teacher communicates the Pupil Profile with parents / carers, and ensures they are informed and consulted at review points and whenever there are significant developments or changes.

(Where a pupil's behaviour requires careful management, we may decide to use alternative documents: a Positive Behaviour Support Plan (PBSP) and also possibly an Individual Pupil Risk Assessment (BIPRA). Similarly, where a pupil's medical condition or disability requires careful management, we may decide to use alternative documents: a Health Care Plan and also possibly a Medical Individual Pupil Risk Assessment.)

6.3c Individual Education/Behaviour Plan (Stage C)

Typically following several review points, we might decide that specific, small steps are needed to enable the pupil to make progress. The Stage C form is a record of these short-term, specific targets and the provision we will put in place to try to meet these. There are two

The short-term targets should be as SMART as possible:

- **Specific:** well-defined, clear and unambiguous; states exactly what we want the pupil to accomplish
- **Measurable:** enables an assessment of progress / achievement, so that we know if the pupil has met the target
- **Attainable:** can be done within the time-frame and available support, so the pupil is able to accomplish
- **Relevant:** small steps which lead to useful, bigger learning goals for the pupil
- **Time-bound:** have a clear deadline, so we can review and take further action to support the pupil

Examples of short-term targets are:

Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs
Use pictures to help follow a single instruction on 4 out of 5 occasions.	Identify the initial sounds for 4 out of 5 words read on 5 separate occasions.	Be able to select an appropriate, known strategy when feeling angry to help feel better on 4 out of 5 occasions.	Demonstrate a good posture when sitting at desk for 80% of the week over a period of 3 weeks.

Key process:

Teacher and/or SEND Team member:

1. sets out SMART short-term targets for the pupil
2. plans additional provision to achieve these small steps
3. sets out review points

At any stage (ie before/during/after completion), teacher communicates the Individual Plan with parents / carers, and ensures they are informed and consulted at review points and whenever there are significant developments or changes.

(Where a pupil's behaviour requires careful management, we may decide to use alternative documents: a Positive Behaviour Support Plan (PBSP) and also possibly an Individual Pupil Risk Assessment (BIPRA).

Similarly, where a pupil's medical condition or disability requires careful management, we may decide to use alternative documents: a Health Care Plan and also possibly a Medical Individual Pupil Risk Assessment.)

6.3d Education, health and care plan (EHCP – A further stage)

An [Education, Health and Care Plan](#) (EHCP) is a legally binding document that identifies a child or young person's special educational, health, and social care needs and outlines the additional support required to meet those needs. The EHCP is for individuals aged 0 to 25 who have high support needs or a disability that means they need more help in education than their setting can usually provide.

If, despite support being provided, a child is not making expected progress, and requires more support than the notional SEND budgets within the school, then an EHCP may be required.

The school and parents or young person are able to make the request for an EHC needs assessment. More information is available on the [Leeds Education, health and care needs assessments and plans website](#).

This stage is assessed externally by Leeds City Council.

6.4 Assessment

Assessment happens at each of the stages outlined above. We assess by:

- analysing assessment data no less than termly to identify children who are not meeting age-related expectations
- use of specific assessments tools which set out small steps: Developmental Journal (Early Years); Stages not Ages (Key Stages 1 and 2)
- teachers continually monitoring children in their learning through observations, discussions, marking and written feedback
- providing all adults, including parents/carers, with the opportunity to discuss learning and progress

Teachers submit summative assessments every term. We record these alongside other assessments on the whole-school tracking system, meaning we can closely monitor small steps of progress.

6.5 SEND register

All pupils with a *Stage B: Pupil Profile* (and possibly *Stage C: Individual Plan* and those with an EHCP) feature on our SEND Register. This is a working document that sets out actions and provision for children with SEND. It is reviewed often, and is subject to change to reflect actions and provision.

When a pupil is added to the register, it is important to understand why: what the specific area(s) of need are. The *Stage A: Initial Concerns and Adaptations* and subsequent reviews and stages support this.

If a pupil meets their targets and makes accelerated progress, their SEND status is reviewed. If, through consultation with parents and the pupil, it is felt that progress will be maintained without the need for additional support then the pupil will exit the register.

If a child is added or removed from the SEND Register, we inform parents / carers.

6.6 Reasonable adjustments

Sphere Federation schools will make reasonable adjustments for pupils with SEND so that they are not at a substantial disadvantage compared with their peers.

The decision on whether an adjustment is reasonable considers several factors:

- effectiveness: how well the adjustment removes the substantial disadvantage for the individual pupil
- practicality: whether the adjustment is feasible to implement
- cost: the financial impact of making the change
- resources: the size and resources of the organisation, including the availability of financial or other assistance
- considerations around proportionality and the impact the adjustments are likely to have on other pupils

Reasonable and appropriate adjustments can benefit all pupils including those with SEND. For example:

practice:

opportunities for repeated practice
helps to ensure that new learning is secure

progression:

small steps of progression
help to ensure that all pupils make progress with secure understanding and ability to use and apply knowledge

participation:

full participation in lessons through everybody chanting and targeted questioning leads to engagement and a sense of pace

Examples of reasonable adjustments are:

- incorporating additional practice, for example, repeating a Reading Fluency lesson
- in a Maths lesson, using more practical equipment to help with counting and understanding concepts
- to support a child with a visual impairment in a PE lesson, using a ball with a bell/rattle inside
- to support children with specific learning difficulties, using technology, even as simple as using coloured backgrounds on screens

Examples of adjustments which would likely to be considered unreasonable are:

- Expecting a school to provide 1:1 adult support for all pupils with SEND – for a small number of children with SEND, 1:1 adult support might be needed, but for most pupils, this would be considered unreasonable on the grounds of cost and proportionality, and we might also factor in the importance of being independent learners.
- Removing a pupil from a lesson in Relationships and Sex Education lesson on the grounds that the pupil would struggle to understand – all pupils have an entitlement to a learn within a broad and balanced curriculum, and so we would adapt the learning to meet the child's needs; this is especially important in this area for safeguarding reasons.

6.7 SEND information report

We publish an information report on each Sphere Federation school website. The report sets out how this policy is implemented in the school. It is updated annually and as soon as possible after any changes to the information it contains.

6.8 Attendance

We do recognise that pupils with SEND may face complex barriers to attendance and may need additional support. However, pupils with SEND have the same right to an education as any other pupil and therefore our attendance ambition for these pupils is the same as it is for any other pupil.

6.9 Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group. Staff, and in particular the Safeguarding Team in each school, are aware of possible increased vulnerabilities of pupils with SEND. Relating to 6.6 Attendance, we also recognise that low attendance may mean safeguarding for a child is higher.

6.10 Transitions

Change can be difficult for all children to manage but can be a particular challenge for those with SEND.

Before joining school, we invite parents/carers to look around and to raise any initial concerns about their child's development with leaders at this time.

Before joining Reception, we visit the family home and have a phone conversation with the nursery setting so we get to know each individual child. For those children with a specific need and where useful, we would also visit the nursery setting.

We invite all Reception-aged children to visit school with their parents/carers in the Summer term before they start their regular sessions in September. For those children with a specific need and who would benefit from it, a transition booklet containing photographs of key staff, the classroom layout, toilets, playground and other important areas in the school might be shared. This enables parents to familiarise their child with the setting and remove some of the potential anxiety they may have.

As children move through the school, transition books and, depending on the child, extra visits to a new class and/or discussions with parents can ensure that changes are managed sensitively and effectively. We make decisions to support each individual child's needs. Teachers share information to support each child's transition.

When children move on to secondary school, assessment results are shared along with any SEND paperwork. Discussions between the receiving school's pastoral team/SEND team and the child's class teacher are typical for those children with SEND needs. Additional visits to new schools are often arranged.

If children move to another school during their primary years, all assessment results and other information including that regarding SEND is sent on to their new school.

6.11 Staff development

Training is regularly provided to teaching and support staff. School leaders closely monitor to identify any staff who have specific training needs and incorporate this into plans for continuous professional development. When doing so, we take into consideration the specific needs of individuals and groups of pupils with SEND.

6.12 Working with external professional agencies

We may seek support from other agencies. This would be when we need specific or substantially greater help such as advice from Speech and Language Therapists, Educational Psychologists, the School Nurse, Inclusion Advisory Team or NEPAIP (North East Primary Area Inclusion Partnership). Each Sphere Federation school works with an extended services cluster which may also be able to provide some support, such as Family Outreach Workers, Counselling and Therapeutic Services.

7. Local offer

See school website information report.

8. Admissions and accessibility

See school website information report.

9. Promoting positive attitudes

See school website information report.

10. Comments, concerns and complaints

Our aim is to work together for the best outcomes for your child. If you have concerns about the SEND provision in a Sphere Federation school, you should first raise these concerns informally with the class teacher or a member of the SEND Team.

Concerns or complaints should be made to the Head of School following the Comments, Concerns and Complaints Policy. Contact us for a copy of this or find it on our school website: (Find Out page > Policies and other points > Complaints).

To see a full explanation of suitable avenues for complaints, see *Resolving Disagreements* in the [SEND code of practice: 0 to 25 years: Guidance on the special educational needs and disability \(SEND\) system for children and young people aged 0 to 25](#)

Concerns or complaints in relation to an Education, Health and Care (EHC) needs assessment or an EHC plan should be emailed to sensap@leeds.gov.uk or raised by phone on 0113 378 5256.

In addition to the formal support processes set out above, parents and carers can seek advice and support from [Leeds SEND Information Advice Support Service](#). Parents and carers can call the Helpline on 0113 378 5020 or send an email to sendiass@leeds.gov.uk

11. Related policies and docs

This policy links to various other policies and content, including:

- Attendance Policy
- Policy for Comments, Concerns and Complaints
- Equality Policy, Equality Targets and Accessibility Plan

- Positive Relationships Policy
- [Leeds SEND Local Offer](#)
- SEND Information Report
- Supporting pupils with medical conditions policy
- Safeguarding and Child Protection Policy



Abbreviations

ACEs	Adverse Childhood Experiences
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactive Disorder
ASC / ASD	Autistic Spectrum Condition / Autistic Spectrum Disorder
APD	Auditory Processing Disorder
CAMHS	Childhood and Adolescent Mental Health Services
CDC	Child Development Centre
CIN	Child in Need
CLA	Child Looked After (formerly referred to as LAC)
CoP	Code of Practice
CP	Child Protection
CYP	Children and Young People
DfE	Department for Education
EAL	English as an Additional Language
EHCA	Education, Health and Care Assessment
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EPT	Educational Psychologist Team
HI	Hearing Impairment
IAT	Inclusion Advisory Team
IBP	Individual Behaviour Plan
IEP	Individual Education Plan
LA	Local Authority
LCC	Leeds City Council (our local authority)
MLD	Moderate Learning Difficulties
ODA	Obsessive Demand Avoidance (now more commonly referred to as PDA)
OT	Occupational Therapist
PDA	Pathological Demand Avoidance (may be referred to as ODD)
PMLD	Profound and Multiple Learning Difficulties
SALT	Speech and Language Therapy / Therapist
SEMH	Social, Emotional and Mental Health
SEN	Special Education Needs
SEND	Special Education Needs and Disabilities
SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Services
SENCo	Special Education Needs Coordinator
SENDCo	Special Education Needs and Disabilities Coordinator
SENIT	Special Educational Needs and Inclusion Team (now part of Inclusion Advisory Team)
SENSAP	Special Educational Needs Statutory Assessment and Provision (team)
SI	Sensory Impairment
SL	Speech and Language
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SLT	Speech and Language Therapy / Therapist
SLT	Senior Leadership Team
SpLD	Specific Learning Difficulties
STARS	Specialist Training in Autism and Raising Standards (a Leeds-based service, (now part of Inclusion Advisory Team)
VI	Visual / Vision Impairment
YP	Young Person

Appendix: Stages A, B, C

SEND Stage A: Initial concerns and adaptations

Name:		Date of birth:	
Teacher:		Date:	
Attendance:		Pupil premium:	

Refer a child to SENDCo if you answer yes to most of the following:

	yes	don't know	no
Is their progress considerably slower than peers starting at same baseline?			
Does their rate of progress appear to be declining?			
Is their attainment gap widening?			
Is their attainment considerably below national expectations?			
Do they have a need which is impacting on their learning?			

What were earlier outcomes (where applicable)?

ELG	PSC	KS1
yes / no	/ 40	

What is their current and recent attainment? (Refer to Tracker: most recent three assessments, in order, left to right)

Reading			Writing			Maths		

Briefly describe the child and their learning:

Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs	Any additional information

Initial adaptation / actions to be taken	Review notes (eg after 6-8 weeks)
From:	To:

SEND Stage B: Pupil profile

Name:				Date of birth:			
Teacher:				Date:			
Attendance:				Pupil premium:			
Review dates (min 3):	date	date	date	date	date	date	

Pupil voice:

Likes and strengths (home and school)	Dislikes and struggles (home and school)	Thoughts and aspirations about the future

Context:

Background information
Any diagnosis? Professionals involved? Medication? etc

Areas of need:

What is/are the broad area(s) of SEND?	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs
What is/are the more specific need(s) / barrier(s)?				

Strengths	What doesn't work for the child?	Strategies to address specific needs / barriers (what works for the child)

SEND Stage C: Individual Education Plan (IEP)

Name:		Date of birth:	
Teacher:		Date:	
Attendance:		Pupil premium:	
Review dates:			

Areas of need:

What is/are the broad area(s) of SEND?	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs	Background information
What is/are the more specific need(s) / barrier(s)?					Professionals involved? Medication? etc

Goals and support:

Short-term target(s) (eg achievable within 6-8 weeks)	Steps to achieve (consider: who, what, where, when, how often)	Review notes

Appendix: SEND teacher guidance grids

SEND: Areas of Special Educational Needs and Disabilities

Communication and interaction	Cognition and learning
<p><i>eg developmental language disorder; speech, language and communication needs (SLCN); can be symptom of autistic spectrum</i></p> <p>Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because:</p> <ul style="list-style-type: none"> • they have difficulty saying what they want to • understanding what is being said to them • they do not understand or use social rules of communication <p>The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children with Autistic Spectrum Disorder / Condition (ASD / C), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>	<p><i>eg moderate / severe learning difficulties (MLD / SLD); specific difficulties eg dyslexia; dyscalculia</i></p> <p>Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate adaptation. Learning difficulties covers a wide range of needs, including:</p> <ul style="list-style-type: none"> • moderate learning difficulties (MLD) • severe learning difficulties (SLD) <p>Children are likely to need support in all areas of the curriculum – the greater the need, the greater the support. There may be associated difficulties with mobility and communication.</p> <ul style="list-style-type: none"> • profound and multiple learning difficulties <p>Children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia and dyscalculia.</p>
Social, emotional and mental health	Sensory and/or physical needs
<p><i>eg attachment, attention deficit hyperactive disorder (ADHD), attention deficit disorder (ADD), eating, social, pathological demand avoidance (PDA); trauma; may be symptom of broader mental health difficulties (eg anxiety, depression)</i></p> <p>Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include:</p> <ul style="list-style-type: none"> • becoming withdrawn or isolated • displaying challenging, disruptive or disturbing behaviour <p>These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders, or physical symptoms that are medically unexplained.</p> <p>Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), or attachment disorder.</p>	<p><i>eg vision impairment, hearing impairment, physical disability</i></p> <p>Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time.</p> <p>Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or habilitation support (mobility, orientation and living skills).</p> <p>Some children with a physical disability (PD) require additional, ongoing support and equipment to access all the opportunities available to their peers.</p>
<p>Pupils with some conditions often have needs that fall into multiple categories. For example: Mae is autistic. She hates some sensory sensations like the feel of some clothing, but instead of communicating this in words, she becomes increasingly frustrated and dysregulated and refuses to go into the classroom each day. Iqbal has a hearing impairment and he struggles to understand what's being said in the class and therefore becomes withdrawn and isolated and disengaged from the teaching.</p>	

SEND: Communication and interaction – attention and listening

More specific need / barrier (SEND Stage B)	What have we tried? (SEND Stage A: Initial concerns)	Short-term target(s) (SEND Stage C)	Strategies
Difficulty paying attention during a shared activity, to an activity for an age-appropriate length of time, and listening to instructions whilst busy doing something else	All pupils taught to be 'active listeners' (eg hands still/ magnet eyes) Visual aids clearly visible and regularly referred to Praise given when seen Post It notes for questions instead of interrupting	Show active listening on 4 out of 5 occasions	In class: Use of fidget object resources: -plasticine/blu tack -paper clips -doodle pad -sharpen pencils -movement breaks
Easily distracted and tends to prefer activities of their own choosing	Use the learner's name before asking a question or giving an instruction Get down to their level	Always use a fidget object to help concentrate during whole group discussions	Use of prompts: -images -now/next boards -recording devices -timers -study buddy
Finds tasks with spoken instructions harder to complete than tasks where listening is not required	Have clear expectations on time allocated and use of timer for visual reference	Be able to tell the adult the first thing pupil needs to do to begin an activity for 4 out of 5 tasks	
	Allocate seating on carpet or learning space away from distractions	Begin learning task within 5 minutes for 80% of tasks set	Targeted interventions: -Listening skills activities -Barrier games -Brain gym
	Keep verbal instructions simple	Remain seated for 5 minutes when completing 90% of tasks	
	Allow 10 seconds of processing (thinking) time before expecting a response	Complete 'now' and 'next' verbal / written instructions for 4 out of 5 tasks	
	Tasks broken down into smaller steps		Assessments (often completed by SLT): -Language screener (Reception) -Connors
	Provide frequent, immediate feedback		

SEND: Communication and interaction – understanding (receptive)

More specific need / barrier (SEND Stage B)	What have we tried? (SEND Stage A: Initial concerns)	Short-term target(s) (SEND Stage C)	Strategies
Difficulty understanding age-appropriate spoken instructions, everyday words, longer and more complex spoken language eg listening to a story or multiple instructions	Share a list of key vocabulary for a particular topic or lesson and teach the meaning of each word (eg knowledge organisers / display boards)	Identify 10 new concepts linked to: -texture -quality -colour -sound -shape -size -movement -quantity -space -time -number -qualities	In class: Use of prompts: -Colourful semantics frames -Blank levels question -Images/symbols/objects (multi-sensory) -now/next boards -recording devices -study buddy
Difficulty understanding abstract concepts (eg big, little, bravery)	Begin work on a new topic with learner's existing knowledge and experiences as starting point	Use a known strategy to help follow a single instruction on 4 out of 5 occasions: pictures / post-its / flashcard	Targeted interventions: -pre-teach vocabulary -Black sheep
Unable to answer questions starting with words such as when, where, who, what, why, how	Use visual summaries of discussions eg mind maps, flow charts, diagrams, comic strip format	Be able to sequence a narrative with up to 4 parts with 80% accuracy	Assessments: -Language screener
Difficulties learning age-appropriate subject specific / curriculum vocabulary	Frame questions carefully (decide whether to ask open or closed questions)	Follow instructions containing 4 key parts successfully 4 out of 5 times	Referrals: - SaLT
Difficulty in remembering spoken information long enough to use it	Ensure instructions are clearly sequenced and broken down into manageable chunks	Be able to answer 4 Blanks level 3 questions about a picture / text with 90% accuracy	
	If needed , repeat instructions and re-phrase / adapt (consider pace and complexity) (caution: avoid too much language – only if needed)		
	Verbal and non-verbal opportunities for pupils to share whether they understand / ask for help if needed		

SEND: Communication and interaction – speech sounds / spoken language (expressive)

More specific need / barrier (SEND Stage B)	What have we tried? (SEND Stage A: Initial concerns)	Short-term target(s) (SEND Stage C)	Strategies
Difficulty recognising the difference between speech sounds	Provide clear adult models of speech	Form the sound [] correctly on 10 separate occasions	In class: Use of prompts: -Opportunities for talk -Speech buddies -Images / symbols / objects -Quiet areas -Mirrors
Misses out sounds from words, misses off ends of words or never uses some speech sounds	Encourage the use of gesture, objects and signing to support their speech	Be able to speak a sentence that correctly contains SVO (subject-verb-object) on 5 separate occasions	
Substitutes one sound for another, has obvious difficulties in forming speech sounds	Respond positively to what the child has said and sensitively remodel what the child has said by repeating it back accurately	Pronounce the sound [] accurately in 5 words where this is the initial /medial / final sound on 8 separate occasions	
Difficulties using clear speech sounds in a whole sentence or conversation	Use questions to support word finding eg What does it look like? Can you draw it? Can you show me? What is it used for?	Be able to use regular / irregular past tenses correctly on 6 separate occasions	Targeted interventions: SaLT specific
Uses a smaller range of words and shorter sentences than other children of their age, wrong words for things and/or uses general words such as 'thingy', 'that', 'put', 'get'	Support and scaffold spoken narrative through the use of drama, puppets, story grids/boards/maps and writing through the use of story grids/boards/maps	Be able to self-correct sentences so that they are grammatically correct for 90% of the time	
Misses out the small words and/or tends to repeat back what the adult has said	Use of sentence makers: Say the sentence, write the sentence, cut the sentence up, re-sequence the sentence		Assessments: Initial speech assessment
Sounds muddled or disorganised when talking in longer sentences	Use colour coding to teach and reinforce grammatical features		
Difficulty describing events in a way that is easy for the listener to understand			Referrals: SaLT
Difficulty in structuring sentences and expressing thoughts, opinion and knowledge clearly			

SEND: Communication and interaction – social communication (ASD)

More specific need / barrier (SEND Stage B)	What have we tried? (SEND Stage A: Initial concerns)	Short-term target(s) (SEND Stage C)	Strategies
Difficulty understanding the rules of 2 sided conversations and maintaining a topic of conversation	Use of visual support to reinforce expectations and rules	Recognise examples of compromise / sharing / turn-taking in 8 different scenarios	In class: -Visual timetable -Scheduled movement breaks -Modelling/role play (use of puppets) -Quiet, dark areas
Struggles to initiate conversation or maintain attention	Role play with adult support to mediate as appropriate	Start a conversation with 5 different members of class	Targeted interventions: -Lego therapy -social stories -comic strip conversations -Socially speaking -Talkabout -Sensory circuits
Inability to recognise or understand use of non-verbal communication eg eye contact / body language	Planned opportunities to teach specific skills eg listening, turn-taking, sharing	Identify 2 key points made by the person pupil was talking to on 5 separate occasions	Referrals: -paediatrician
Unable to verbally negotiate social situations eg peer disagreements	Use of key prompts and scripts to ensure topic maintenance	Engage in play initiated by others for 5 minutes on 5 separate occasions	
Difficulty understanding different points of view and other people's perspectives	Use alternative means of communication eg Widgit / PECS	Wait for turn in a game or conversation without interrupting on 8 separate occasions	
Unable to responding appropriately to nonliteral language, irony and jokes	Make reasonable adjustments to learning environment to ensure it is not over stimulating	Be able to identify a person's emotion from their body language or facial expression in 6 different examples	
Difficulty understanding visual and written inference	Structured small group activities with allocated roles		

SEND: Cognition and learning – dyscalculia / maths

More specific need / barrier (SEND Stage B)	What have we tried? (SEND Stage A: Initial concerns)	Short-term target(s) (SEND Stage C)	Strategies
The development / progress in learning is at a slower rate and additional support is needed	Provide wide range of age appropriate and concrete materials such as bricks, blocks, counters to aid calculations	Recall with fluency on 5 separate occasions the following key number facts: -specific number bonds -specific multiplication facts -place value	In class: Use of practical resources: -Numicon -Base 10 -arrow cards -multi-link -number lines -digit cards -counters -number square -bead strings -whiteboard
Attaining at a level significantly below age-related expectation	Use visual aids for children to refer to (WAGOLL / R2s as steps to success / symbols / key facts)		
Evidence to suggest that the attainment gap is increasing	Ensure praise for small steps in learning to support confidence	Use following strategy 90% of time when stuck: -select support tool -check back through work already done -look for examples on display or board -ask a buddy	Targeted interventions: -Numicon
Difficulty linking words with numbers	Pre-teach mathematical vocabulary and make clear links between prior learning		
Difficulty moving from concrete to abstract concepts	Tasks broken down into smaller steps	Identify which operation is needed from specific vocabulary such as 4 out of 5 times	
Difficulty with place value, sequences, time, money, counting backwards	Allow 10 seconds of processing (thinking) time before expecting a response	Form the numerals correctly on 8 consecutive occasions	Assessments:
Difficulty understanding maths terms and abbreviations	Adapt tasks, including mental maths starter or plenaries	Write one digit in one square of the page on 8 consecutive occasions	
Struggles with worded maths problems, especially multi-step	Plan opportunities / range of contexts to consolidate learning and apply skills		
Recorded work is often messy; numbers are sometimes reversed and columns don't line up			

SEND: Cognition and learning – dyslexia / reading

More specific need / barrier (SEND Stage B)	What have we tried? (SEND Stage A: Initial concerns)	Short-term target(s) (SEND Stage C)	Strategies
The development / progress in learning is at a slower rate and additional support is needed	Enlarge text in clear, dyslexia-friendly fonts (eg Lexie Readable, Arial, Comic Sans, Tahoma); change the colour of lines in text or on whiteboard	Recall the 5Ws (who / what / where / when and why) of each text I read with 90% accuracy	In class: Use of practical resources: -reading window -overlay -coloured paper -highlighters -whiteboards/pens -post-it notes
Attaining at a level significantly below age-related expectation	Pre-teach key vocabulary or subject specific terminology	Increase reading fluency to a speed of █ words per minute with 80% accuracy	
Evidence to suggest that the attainment gap is increasing	Paired reading with a 'study buddy'	Blend words containing Phase 2 / 3 / 4 / 5 / 6 phonic sounds for 4 out of 5 words on key list	Targeted interventions: -Precision teaching -Nessy
Weak phonological awareness: -finds it difficult to blend letters / sounds together -struggles to recognise syllables / rhymes / initial or final phonemes	Provide alternate ways to access differentiated texts eg shorter sentences / pictures / audio or e-books / record text being read aloud		
Slow, laborious reading with a lack of expression or fluency	Allow 10 seconds of processing (thinking) time before expecting a response	Identify the initial / medial / final sounds for 4 out of 5 words read on 5 separate occasions	Assessments: -York Assessment for Reading Comprehension (YARC)
Eye tracking difficulties: -misses out words -adds extra words -loses place in text -unable to scan written texts accurately for information	Model ways of summarising texts such as Four Square Summary or Somebody / wanted / but / then / so and recap on texts frequently and verbally	Use a reading window / highlighter / ruler / overlay to help keep place when reading aloud on 10 separate occasions	
Poor comprehension	Support keeping track of place in text by modelling use of coloured highlighters / reading window / post-it notes next to key points		

SEND: Cognition and learning – dyslexia / spelling / writing

More specific need / barrier (SEND Stage B)	What have we tried? (SEND Stage A: Initial concerns)	Short-term target(s) (SEND Stage C)	Strategies
Attaining at a level significantly below age-related expectation	Find and fill in the gaps in phonics knowledge through additional practice	Spell the following 3-5 high frequency words / words containing the phoneme accurately on 5 consecutive occasions.	In class: Use of resources: -voice recording tools -coloured paper and overlays -spelling dictionary -pencil grips -writing slope -online programmes such as: Clicker / Talk Typer / Touch typing eg www.typingclub.com Targeted interventions: -Nessy Assessments:
Produces phonetic or difficult to decode spelling (eg unusual sequencing of letters); not age / ability appropriate	Encourage pupil to record ideas in different ways (eg use of technology / oral presentations / pictures / diagrams / mind maps)	Form the letters correctly on 8 consecutive occasions	
Poor standard of written work compared with oral ability	Limit written tasks and provide alternative activities as opportunities to share learning	Create at least 5 sentences using writing tools to record ideas on 5 consecutive occasions	
Several attempts to spell one word is evident or multiple spelling versions of a word used within one piece of writing	Use visual aids to refer to regularly (key letter or word cards / punctuation prompts / spelling word mats)	Use own spelling strategies (eg SOS method / mnemonics/ multi-sensory/ cue cards) to spell the following 4 tricky words correctly in 5 different pieces of writing: [] [] [] []	
Confused by letters which look similar, particularly b/d, p/g, p/q, n/u, m/w	Avoid copying from the board and use tinted whiteboard screens/ paper	Improve presentation by -writing up to the margin -leaving finger spaces between each word -making sure all descenders go below the lines for a minimum of 5 sentences	
Poor handwriting with many reversals and badly formed letters	Only mark focus spellings (eg high frequency words) or key graphemes to aid progress		
Produces badly set-out written work; doesn't stay close to the margin	Use concrete objects to support writing layout eg lolly stick for finger spaces / paper clip for margin reminder		
Poor pencil grip	Scaffold writing with writing frames and task boards		

SEND: Cognition and learning – memory / processing / organisation

More specific need / barrier (SEND Stage B)	What have we tried? (SEND Stage A: Initial concerns)	Short-term target(s) (SEND Stage C)	Strategies
Difficulty following instructions of multiple steps or remembering what they need to do	Tasks broken down into smaller steps using now/next boards or task planners	Independently start a task within 5 minutes on 10 different occasions	In class: Use of resources: -sand timer -visual countdown -reading window -post-it notes -headphones -talking tins / recording tools -reward chart -visual timetable -task/ homework planner -equipment checklist
Delays starting work and/or often fails to complete tasks within the allocated time frame	Encourage use of individual strategies to support memory, such as memory cue cards or personal notebook	Verbally explain what needs to be done before starting 4 out of 5 tasks, over a period of 6 weeks	
Poor organisational skills eg -often forgets things (homework / PE kit / school equipment) -struggles with transitions between classes / end of day routines -difficulties with sequencing and ordering own ideas	Use visual aids for children to refer to throughout learning task eg -WAGOLL -R2s as Steps to Success -key facts -picture prompts -visual timeline	Have all the equipment needed to be ready to start the day / go home promptly on 90% of days over a period of 6 weeks	
Can interrupt conversations / ask questions and forget answers / random responses in class discussions or lost train of thought	Provide a quiet, clutter-free space for working, with minimal distractions (noise, displays etc)	Identify and recall 3 key points in 80% of lessons over a period of 6 weeks	
Appears to daydream and lose focus on tasks / easily distracted	Make use of a reading window to limit amount of information on view	Complete a 1-step instruction within 5 minutes on 8 consecutive occasions	
	Allow 10 seconds of processing (thinking) time before expecting a response	Successfully complete a task within the allocated time of █ on 5 separate occasions	
	Provide cues before asking question eg '___, I'll be asking you to share 2 facts...'	Be able to contribute to class discussions when asked after 10/20/30 seconds thinking time, 4 out of 5 times	
	Ensure praise for small steps in learning to support confidence		
	Provide opportunities for over-learning and consolidation.		
	Repeat instructions and tasks in different ways		
	Encourage pupil to share back instructions before beginning an activity		Targeted interventions: Games eg -Kim's game -I went to the shop -Pass the Bomb Assessments:

SEND: Social, emotional and mental health

More specific need / barrier (SEND Stage B)	What have we tried? (SEND Stage A: Initial concerns)	Short-term target(s) (SEND Stage C)	Strategies
Low self-esteem and reluctant to engage in learning activities	Introduce nurturing provision and 'downtime' to pupil's timetable	Be able to engage in an activity for 10/15 minutes for 4 out of 5 tasks	In class: -Zones of regulation -Mindfulness -Feelings thermometer -Worry monster -Individual pupil signals / signs to indicate difficulty -Allocated play buddy / structured games in free periods
Easily distracted by others	Adapt learning activities to individual interests and differentiate tasks that incorporate open-ended investigations / different roles / outdoor learning / choice of challenge level	Be able to select an appropriate strategy from toolkit when feeling angry to help feel better for ___% of the time	Targeted interventions: -Lego therapy -Lunch time clubs
Attention seeking from adults and peers	Use of visual timelines and prompts / images such as social stories to support understanding & reinforce rules	Attempt all work given within 5 minutes over a period of ___ days / weeks	Assessments: -Boxall Profile -SDQ -Leuven Scale
Disruptive towards own and others learning	Use of a feelings tracker	Be able to use 3 different calming techniques in class to reduce level of anxiety from red to green on the feelings battery	Referrals: -MindMate
Difficulty identifying emotions and regulating these	Ensure the classroom has an allocated calm corner / space to pause and get 'back on track'	Use kind feet / hands / words when playing with friends for ___ consecutive break times	
Difficulty accepting a lack of control / managing unknowns	Careful consideration is given to how to frame verbal questions / present statements – use of de-escalation scripts / say what you want to do / address the behaviour, not the child	Make a positive contribution to 4 out of 5 class sessions by: -putting hand up -answering a question -listening to others' ideas -sharing work -helping a partner	
Refusal to comply with classroom rules/ challenges authority	Consistent application of behaviour policy / reward system; award praise for right choices and have clear expectations for learning	Be able to identify 3 things that have gone well in the day on 10 consecutive occasions	
Withdrawn and introverted; quiet with few friends	Planned opportunities for guided discussion and positive partner work through circle time / peer conversations and L&L lessons	Sit at table place within 2 minutes of being asked over a period of ___ days / weeks	
Difficulties with making and/or maintaining friendships	Growth mindset approach with recognition on effort rather than achievement		
Struggles to accept responsibility for own actions			
Can be verbally or physically aggressive towards others			

SEND: Sensory and/or physical needs – hearing impairment

More specific need / barrier (SEND Stage B)	What have we tried? (SEND Stage A: Initial concerns)	Short-term target(s) (SEND Stage C)	Strategies
Delayed speech and language skills	Hearing aids / listening devices are used effectively in all lessons to support learning	Be able to use an agreed signal to show if not understanding in 90% of lessons over a period of █ weeks	In class: -word mats -uncluttered display boards -picture cue cards -soft furnishings eg carpets, rugs, cushions, curtains -radio aids -Soundfield systems
Difficulty listening and maintaining attention	Explicitly teach vocabulary and make clear links between prior learning		
Isolated from peers - difficulties in making and maintaining friendships	Seating carefully arranged to ensure pupil is facing speaker/ in close proximity/ away from areas of high volume and background noise	Ensure radio aid is turned on and working fully at the start of each day	Targeted interventions: -Makaton -BSL (British Sign Language)
Difficulty accessing the curriculum	Use visual prompts and clearly written instructions	Share if batteries need replacing before they run out 4 times out of 5	
Lacking independence and confidence to engage successfully in class activities	Face pupil when speaking and avoid talking when facing whiteboard / back to a window due to lighting difficulties	Use the following strategy to help me when stuck 90% of the time: -check back through work already done -look for examples on display or board -ask a buddy	Referrals: -school nurse -SaLT -hearing impairment team
Acoustic challenges in large, open spaces which prevent effective communication	Use alternative non-verbal communication tools to support understanding eg body language / signals / signing / picture cards		
	Ensure that all pupils speak one at a time and paraphrase comments made	Use sign language to show the following words during conversations on █ separate occasions: █ █	
	Use of 'study buddy' and clear modelling of ways to share information		

SEND: Sensory and/or physical needs – visual impairment

More specific need / barrier (SEND Stage B)	What have we tried? (SEND Stage A: Initial concerns)	Short-term target(s) (SEND Stage C)	Strategies
Reduced visual clarity	Consider levels of lighting within the classroom and be mindful of changes to light settings	Be able to use an agreed signal to show if not understanding in 90% of lessons over a period of █ weeks	In class: -enlarged word mats -enlarged worksheets -uncluttered display boards -writing slope -magnifier -voice recording tools -online programmes such as Clicker, Talk Typer, Touch typing
Reluctant to engage in visual activities eg reading	Raise reading materials / position of texts (eg slope)	Improve touch typing speed to █ words per minute	
Poor spatial awareness, hand/eye co-ordination and balance	Avoid talking with back to a window due to lighting difficulties / minimise glare and reflection on whiteboard and written work	Use the following strategy to help me when stuck 90% of the time: -check back through work already done -look for examples on display or board -ask a buddy	Targeted interventions: -Touch Typing Read & Spell -friendship support eg Circle of friends
Difficulty accessing the curriculum	Provide individual copies of work		
Isolated from peers; difficulties in making and maintaining friendships	Seating is carefully arranged to avoid close proximity to windows / placed close to main speaker		Referrals: -school nurse -visual impaired team
Lacking independence and confidence to engage successfully in independent activities	Enlarge fonts and paper size; make use of larger spaced, darker lines and boxes		
Headaches and fatigue caused by sustained periods of concentration and work	Use oral prompts and verbalise what is being recorded on whiteboard/ instructions		
	Ensure class layout has a clear pathway to pupil's desk; remove any items from floor		
	Keep clearly labelled key equipment in the same place that is easily accessible		

SEND: Sensory and/or physical needs – developmental coordination disorder (DCD) / dyspraxia

More specific need / barrier (SEND Stage B)	What have we tried? (SEND Stage A: Initial concerns)	Short-term target(s) (SEND Stage C)	Strategies
Weak gross motor coordination / bilateral skills (ability to use both sides of body / cross mid-line)	Provide specialist resources to support difficulties, such as adapted furniture, writing aids and sport equipment	Copy / form the following shapes / numbers / letters with 90% accuracy on 8 separate occasions:	<p>In class:</p> <ul style="list-style-type: none"> -voice recording devices such as Dictaphones -easi-grip scissors -pencil grips -writing slopes -wedged cushion -Plasticine / laces / peg boards / sand/ tweezers / tongs
Difficulties with fine motor activities such as threading and cutting	Frequent opportunities and resources provided to build hand strength and practise motor skills eg Playdough, finger gym		<p>Targeted interventions:</p> <ul style="list-style-type: none"> -Speed up! -handwriting -dough disco
Poor posture / weak core strength	Plan for alternative ways of recording during extended writing tasks eg use of technology or frames	Use on 5 consecutive occasions -pincer grasp to hold and transfer items -tripod grip to hold and write with a pencil	<p>Assessments:</p>
Poor pencil control due to hand grip or application of pressure	Consider seating so that the need to turn is reduced and writing arm is on outside edge of shared table	Draw / cut zig-zags / curls / straight lines / loops / squares / circles with 90% accuracy on 8 separate occasions	<p>Referrals:</p> <ul style="list-style-type: none"> -occupational therapy -school nurse -SaLT
Lacking independence and confidence to engage successfully in class activities without support	Provide learner with own set of materials such as wider lined paper, easi-grip scissors, chunky pencils etc	For at least 5 lines of writing on 5 separate occasions -write against the margin -write on the lines -keep letters the same size	
Considered 'clumsy' or 'awkward', with limited spatial and/or body awareness	Use visual reminders and multi-sensory teaching to consolidate letter formation etc	Successfully roll / throw / catch a ball 4 out of 5 times on 8 separate occasions	
Struggles with self-care activities such as getting dressed, using cutlery or toileting	Have an intimate care plan in place that outlines procedures / support required	Demonstrate a good posture when sitting at desk for 80% of the week over a period of 3 weeks	
Isolated from peers- social interaction difficulties			

SEND: Sensory and/or physical needs - sensory

More specific need / barrier (SEND Stage B)	What have we tried? (SEND Stage A: Initial concerns)	Short-term target(s) (SEND Stage C)	Strategies
Dislikes being touched or is overly boisterous towards others	Provide regular movement breaks throughout the day	Use fidget object to help focus on what adult is saying for 10 minutes every lesson over a period of 6 weeks	In class: -Thera-bands around chair legs -gym / peanut balls -headphones -blu-tack / fidget object / chewy -weighted lap pad -straw / sports bottle to suck -wedge cushion -bubbles / lava lamps -sensory box
Easily distracted and fidgety; unable to sit still	Display a visual timetable or wall planner of the day	Use the following 2 / 3 calming strategies if overwhelmed and successfully return to learning on 90% of occasions: ■ ■	
Easily overwhelmed by large crowds, loud and multiple sounds, or unfamiliar places	Make use of a fidget object during whole class input / carpet time to aid concentration	Use the following alerting activities to get ready to learn at the start of every day for a period of 6 weeks: ■ ■	
Sensitive to new or different textures; could be a fussy eater, exhibit strong dislikes for certain clothing materials or dislike messy play	Share clear expectations of each task so that pupil is aware of end-point	Use the following strategy to complete each task in the time given 4 out of 5 times: -choose working position -use quiet space -work broken into steps	Targeted interventions: -sensory circuits -sensory integration -therapy
Constantly chews or puts objects into their mouth	Use visual prompts and clearly written instructions	Use the following strategy to complete each task in the time given 4 out of 5 times: -choose working position -use quiet space -work broken into steps	Assessments: -AET Sensory assessment checklist
Shows a fascination towards certain smells / lights / sounds and has a reluctance or inability to disengage from these	Create a personalised sensory diet with planned activities to support over- or under-stimulation across all sense areas		Referrals: -occupational therapy -GP
	Provide heavy resistance tasks such as carrying books		
	Allocate a safe / calm / quiet space in the classroom for pupil to remove themselves to when needed		
	Allow pupil to complete work in positions preferable to them e.g. standing up/ lying on their tummy		

SEND: Sensory and/or physical needs – sensory profile / needs

over-stimulated / over-sensitivity	likely to avoid	Doesn't like bright lights	Covers ears with hands when hears loud noise	Can't tolerate certain smells	Has a restricted diet; may be very fussy eater	Dislikes being touched / being in crowds		Struggles to go up and downstairs	Feels constantly hungry / thirsty	motor skills differences
		Gets headaches from artificial lights	Finds it hard to filter out background noise and focus in classroom	Refuses to go in certain room due to smells	Dislikes different types of food touching on plate	A light touch can be very painful	Doesn't like wearing new clothes		Avoids / dislikes PE	
		Can't tolerate certain colours				Doesn't like wearing new clothes		Moves whole body to look at something	Has a low pain threshold	Finds handwriting / drawing / using scissors difficult
						Seams or labels in clothes can be very uncomfortable			Feels constantly too hot / too cold	Finds using cutlery difficult
										Struggles with whole body co-ordination eg sports, bike
		visual	auditory	smell	oral	tactile	proprioception (body / space awareness)	balance (vestibular)	interoception (internal body awareness)	
under-stimulated / under-sensitivity	likely to seek		Listens to music / TV very loud / puts ear to speaker	Sniffs items deeply	Eats non-food items	Touches other people a lot	Leans against things	Likes to spin around	Doesn't recognise thirst / hunger	Finds it difficult to get dressed / tie shoe laces
			Likes to hear the noise of objects being banged / dropped	Is unaware of strong smells	Likes very spicy or flavoursome food	Seeks out preferred fabrics / textures	Likes deep pressure	Is constantly on the move	Can't tell when needs a wee or poo	
			Makes self-stimulatory noises			Finds it hard to gauge temperatures eg of bath water	Is unaware of own strength	Feels the need to jump / trampoline	Has a high pain threshold	
							Bumps into people / objects	Feels the need to be upside down	Can't tell if too hot / too cold	
							Walks on tip-toes	Feels the need to climb		
							Chews non-food objects			

SEND: Sensory and/or physical needs – sensory diet / provision

over-stimulated / over-sensitivity	<ul style="list-style-type: none"> -Place near a bare / simplified display area -Opportunities for time out in a 'dark den' -Use of pastel coloured paper to write on and light-coloured backgrounds and navy font on IWB -Avoid clutter -Wear dark, blocked colours 	<ul style="list-style-type: none"> -Allow pupil to enter class / space first before noise level builds up -Prepare pupil for sudden changes of noise eg assemblies / break times -Make space for a quiet zone -Use of ear muffs / headphones 	<ul style="list-style-type: none"> -Wear limited perfumes / sprays -Place away from strongly smelling areas eg bins, sinks -Ensure hand soap is non-scented 	<ul style="list-style-type: none"> -Drinks bottle with bendy or high-pressure straw -Suck yogurt or smoothie through straw -Blowing bubbles / blowing paper balls with straws 	<ul style="list-style-type: none"> -Avoid touch; use other methods to gain attention eg hand signal -Avoid messy play activities; prepare alternative eg sticky tape not glue -Ensure child is placed away from others to avoid accidental touch (eg line up at back / front) 	<ul style="list-style-type: none"> -Self-hug or wrap in a heavy blanket -Use of fidget toys / squeeze a stress ball -Encourage to tuck up tightly to fit in a small 'cooling down' space -Slow rocking forwards and backwards -Chair or table push ups 	<ul style="list-style-type: none"> -Enable to work in different positions eg standing up or seated on floor -Sit on a bean bag / move 'n' sit cushion / gym ball / lie on floor -Scooter boards -Small obstacle course eg when moving from one place to another 	<ul style="list-style-type: none"> -Zones of regulation to track emotional changes -Whole body scanners: how are my eyes feeling? -Use visuals to timetable in drink breaks / toilet breaks -Mindfulness / grounding exercises eg 5 things I see, 4 I hear, 3 I feel etc
	visual	auditory	smell	oral	tactile	proprioception (body / space awareness)	balance (vestibular)	interoception (internal body awareness)
under-stimulated / under-sensitivity	<ul style="list-style-type: none"> -Place near a bright light / window -Use of spinning and flashing lights -Visual cues and prompts to support key learning -Brightly coloured resources 	<ul style="list-style-type: none"> -Use name to cue pupil into speech -Provide an outlet for noise eg tapping rhythms -Sound jars eg bells, rice, beads -Play soft music or white noise in the class when working 	<ul style="list-style-type: none"> -Provide a scented bag for child to hold -Use of car freshener / scented ball nearby 	<ul style="list-style-type: none"> -Use of chewing ring / toys -Provide hard, crunchy foods (eg mints) to suck or corn flakes / raisins to chew -Spicy, sour, cold or fizzy snacks to increase awareness 	<ul style="list-style-type: none"> -Use of pencil grip -Soft fleecy blankets / sequin pencil cases -Weighted scarf or toy placed around shoulders or on lap -Regular reminders of personal space eg arm length -Laminated sensory pouches to explore 	<ul style="list-style-type: none"> -Regular in-class movement breaks -Use of resistance resources eg Thera-band around chair legs -Weight-bearing activities eg yoga, carrying books / lunch boxes -Clapping / stamping / jumping games 	<ul style="list-style-type: none"> -Regular movement activities eg sensory circuits / wake up, shake up -Use of sitting cycle equipment 	<ul style="list-style-type: none"> -Visual cues to show non-verbal cues of emotion eg what is my confused / angry/ thinking face? -Play feelings charades / flashcards -Read feelings books / social stories -Model thoughts around internal symptoms

Appendix: Facilities provided to help pupils with a disability to access Sphere Federation schools