



Whole School Educational Progress Policy

POLICY STATEMENT FOR SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND)

Guiding Principles

This policy is informed by the *2015 SEN code of Practice: 0-25 years, the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010 and the Children and Families Act 2014*. This policy statement is designed to explain how the school discharges its responsibility towards students who, for whatever reason, are causing concern in their learning. The EP Department is part of an integrated response that also includes house staff, tutors, classroom teachers and the health centre.

This policy statement outlines practice across Taunton School (TS), Taunton Preparatory School (TPS), Taunton Pre-Preparatory School, Taunton School International Middle School (TSIMS) and Taunton School International (TSI).

Terms

- SEND refers to a special educational need or disability. A person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. Taken from *2015 SEN COP: 0-25 years – introduction xiii and xiv*.
- The Educational Progress Department (EP) oversees the identification, assessment and provision for individual students who have SEND.

Objectives

- To identify and assess, at the earliest possible opportunity, barriers to learning and participation for students with SEND or AEN
- To provide appropriate support for those identified as having SEND or AEN
- To ensure that every student experiences success in their learning and achieves the highest possible standard
- To enable all students to participate fully and effectively in lessons
- To value and encourage the contribution of all students to the life of the school
- To work in partnership with parents
- To work in partnership with the student and ensure that they are involved in decision making about their education and support provision
- To communicate with the staff body to ensure that all staff are aware of their role in ensuring that all students are valued and are participating fully
- To communicate with the Governing Body to enable them to monitor the Educational Progress Department

- To work closely with external support agencies, where appropriate, to support the needs of individual students and maximise their progression
- To ensure that all staff have access to training and advice to support quality teaching and learning for all students

Responsibilities and Resources

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. (*6.36 SEN COP 2015*). Guidance is provided by the EP Department (including the department Firefly pages) and staff have access to specific training. Staff appraisals involve opportunities for reflecting on knowledge and provision for individual students who have SEND.

The Special Educational Needs & Disabilities Co-ordinator (SENDCO), in collaboration with the Head teacher and Governing Body, takes responsibility for the operation of the SEND policy and co-ordination of special and additional needs provision, working closely with staff, parents, carers and other agencies. The SENDCO provides professional guidance to colleagues to secure high quality teaching for students who have special needs. Kate Walters currently holds this post for TS, TSI and TSIMS; Rebecca Goodman holds this post for TPS, TPPS and TS Nursery. Their responsibilities include:

- Working closely with teaching staff across each school to ensure high quality teaching for students who have special or additional needs;
- Managing the Educational Progress Department staff;
- Coordinating additional provision for students who have SEND;
- Maintaining the school's SEND register and overseeing the records of all students who have difficulties;
- Responsibility for routine assessment of students on the SEND register;
- Assessment and management of exam access arrangements
- Referrals to the Educational Progress department;
- Liaising with parents of students who have SEND;
- Contributing to the in-service training of staff;
- Purchasing of support materials and department resources;
- Liaising with partner schools and outside agencies;
- Liaising with form teachers and EP staff to ensure appropriate targets are implemented and recorded on pupil passports;
- Reviewing provision for pupils who have SEND using the Assess, Plan, Do Review model;
- Disseminating information from external professionals.

The Head teacher has responsibility for the strategic management of all aspects of the school's work. The Head teacher delegates the day to day management of provision for children who have SEND to the SENDCO and keeps the Governing Body fully informed of SEND issues, providing an annual report on SEND. The content of the report is specified in section 6.79 of the *SEN Code of Practice 2014: 0-25 years*

Educational Progress Staff are essential to the running of the department and provide support for students who have SEND through in class support, 1:1 teaching, small group teaching and whole class teaching. They work closely with the SENDCO and teaching staff to support students who have SEND. The EP Department is staffed by fully qualified and/or experienced specialists who help support pupils, including fully qualified teachers and Teaching and Learning Assistants (TLAs) and Graduate Resident Assistants (GRAs), for whom training is provided.

Facilities for students who have SEND

Taunton School has developed expertise in supporting students who have mild-moderate special educational needs or disabilities or additional educational needs. There is disabled access into main buildings and disabled toilets are located in the main building. The school operates in accordance with the *Equality Act 2010* the *Children and Families Act 2014* and the *SEN Code of Practice 2014: 0-25 years* in terms of admitting students who have physical disabilities. Reasonable Adjustments will be made wherever possible. A copy of the school's Accessibility Plan is available on the website.

The TPS, TPPS and Nursery Educational Progress Department consists of three experienced, part time teachers, one Speech and Language Therapist, five TLAs and a part time administrator. There are three rooms, which are used for 1:1 and small group teaching.

The TS Educational Progress Department consists of three experienced full time EP teachers, two teaching and learning assistants, a department administrator and two graduate resident assistant. There are three rooms, which are used for 1:1 and small group teaching.

All students are welcome to access the EP department for support but priority is given to those who have SEN.

The school makes every attempt to support each student on an individual basis. Therefore there is no set support strategy for each year group or key stage. The most common support measures, however, include:

- Specialist 1:1 lessons. The most common focus of these is one or more of the following: literacy, numeracy, pre-teaching/consolidation, study skills and frequently they include structured intervention programmes, particularly in TPPS
- In class TLA support
- Prep support sessions
- Exam access arrangements

- Resources for students to use in class, including coloured reading rulers, pen grips, spelling strategy cards and writing frames
- Skills groups, including touch typing, hand writing and reading
- The extra Maths and English class – 2 extra lessons of Maths and two extra lessons of English, taught by specialists, per week. This is in place of a non-core subject (TS only)
- Key Skills class – 4 periods per week in which a small group meets with a member of the EP department for support with prep. This is in place of an option subject (TS only)
- Phonics and literacy booster lessons. These are delivered by a qualified teacher or an experienced TLA and take place during the school day in small groups or 1:1 depending on need

Some students who have SEND utilise all, or a combination of, these facilities.

Charging

Nursery, TPPS and TPS

1:1 lessons are charged at a rate of £24 per 35 minute lesson. Speech and Language Therapy is charged at £50 per 35 minute lesson. Phonics and literacy boosters are available at no extra cost.

TS, TSI & TSIMS:

1:1 lessons are charged at a rate of £26.90 per 30 minute lesson or £33.20 per 35 minute lesson. Paired lessons are charged at £19.60 per 35 minute lesson. Extra Maths and English classes, Key Skills lessons, and prep support sessions are included in the school fees, as is in class support.

Identification, Assessment, Provision and Review

Identification:

Senior School

Students who have SEND are normally identified by partner preparatory and other schools before they come into year 9; other senior schools if the student moves post 13. Data, including reading and spelling ages, MIDYIS and ALIS scores is used to identify middle school students who may have difficulties. In some cases teachers become aware of developing difficulties and students can be referred to the SENCO for assessment. These difficulties may be general, such as failing assessments, or specific, such as spelling, reading or writing and lack of personal organisation. In all cases it is important to bring the problem into the open and teachers have a responsibility to pass information on to the SENCO. This can be done via the referral form available. Records of referral forms are kept on file along with any other evidence that a student is struggling. The SENCO will then liaise with house staff and department staff to obtain a wider picture of the student. Students and parents are also encouraged to self-refer via information evenings and PTA events.

At the beginning of each year a register of individual students who have SEND or AEN is issued to all staff. This is updated each term, or more regularly if required.

Taunton School International Middle School

Some students who have SEND or AEN are already identified when they join us. Screening of the whole cohort is carried out via a number of assessments including Oxford Placement Tests (English language assessment tests), free writing and Non Verbal Reasoning. This data is then used to identify those who may have specific difficulties. Specialist EP staff carry out observations of classes and work closely with teaching staff and senior management to identify those who need intervention.

Taunton School International

Some students who have SEND or AEN are already identified when they join us. Screening is carried out via a number of assessments including free writing and Symbol Digit Modalities Test (non-verbal processing speed assessment). This data is then used to identify those who may have specific difficulties. Specialist EP staff carry out observations of classes and work closely with teaching staff and senior management to identify those who need intervention.

Taunton Preparatory School, Pre Prep and Nursery

Our younger pupils are assessed on a cycle of individual observations and reviewed frequently using the Assess, Plan, Do, Review approach. As children reach an age where they are capable of completing standardised assessments, these scores are analysed to identify those who may need additional support.

Assessment:

When a student is identified as needing an assessment, a battery of psychometric assessments is completed in order to discover the extent of their learning difficulty. Results are shared with parents and staff and additional provision is arranged if appropriate. The student's difficulty may not be sufficient to warrant additional provision; the SENDCO will then arrange for staff teaching the student to have special regard for that student in their lessons.

All students who have SEND are assessed for public examination access arrangements. Year 10s are assessed during the autumn term, wherever possible. It is good practice to reassess sixth form students and this is often done in year 12. Students can be assessed in any year, however, if they join the school later than their peers (as in the case of TSI students), or a potential learning difficulty is brought to the attention of the SENDCO.

Comprehensive assessments are often carried out by either an Educational Psychologist or a Specialist Teacher. In such cases, the school makes a recommendation to the family, such that there is parity across assessments and findings.

Provision:

Following an assessment, 1:1 lessons, small group or in class support is implemented as necessary. Individual progress is monitored by EP staff and parents receive regular feedback via formal parents'

meetings and reports as well as informal e mails and phone calls. Wherever possible, 1:1 support is short term and targeted.

Review:

The SENDCO is responsible for liaising with the student, their parents and their teachers to carry out a regular review of their progress. This happens on an on-going basis but there are key points throughout the academic year which lend themselves to a thorough review, such as reports and exams. Parents are encouraged to contact the SENCO with any concerns or queries and meetings can be arranged to discuss a student's support provision at any time.

EP teachers record the work covered in 1:1 lessons in order to track progress.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting students' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

External Support

Agencies include:

- Independent Educational Psychologists
- Touch typing course provider – Alyson Spiller, English Type
- CAMHS (Children and Adolescent Mental Health Service)
- GPs
- Paediatricians
- Occupational Therapists
- Speech and Language Therapists
- Local Authorities for those who have EHCPs

The SENCO liaises with external agencies to ensure a cohesive approach to supporting students.

Education and Health Care Plans

When a student who has an Education and Health Care Plan applies to come to any of the Taunton Schools, the Educational Progress Department work with the student and their family in order to establish whether the school can provide everything the student requires. If all relevant parties feel that we are able to meet the specific needs of the student we advise them to proceed with their application. However, if for reasons outside the school's control, which do not fall under 'reasonable adjustments', we do not feel that we can meet the needs of the student, we advise them to apply to

a more suitable school. If the student and their family require assistance with finding a suitable school, we do our best to provide it.

When a student who has an EHCP joins Taunton School, they have regular contact with the Educational Progress Department. The amount and type of contact depends on the student's individual needs. The department also liaise regularly with parents and staff in order to monitor progress. Individual support programs are reviewed and tailored as necessary. The SENCO makes regular contact with the Local Authority who approved the EHCP plan in order to ensure the student's needs continue to be met.

Appendix 1 - EP Department Handbook

Introduction

The EP Department aims to ensure students who have specific learning difficulties make progress throughout their time at TS. We also aspire to ensure that students who have specific difficulties are independent learners by the time they leave us.

There is a growing team of dedicated, experienced staff, which comprises:

Kate Walters – Head of Department

Debs White – Full time EP teacher

Eliane Norman – Full time EP, EAL and English support teacher

Tracy Hallows – Part time Teaching and Learning Assistant

Emma Rihill - Part time Teaching and Learning Assistant

Laura Wright – Department Administrator

Eva Lalic – Graduate Resident Assistant

Miles Porter - Graduate Resident Assistant

The department is located on the main corridor in rooms M6, M6a, M7a and M8. The flexible work space lends itself to class, small group and 1:1 teaching. The rooms are available for booking when not in use if other staff members would like to use them. Staff are welcome to observe EP lessons and should contact EP staff directly to organise this.

Provision

The **EP Firefly Pages** are designed to support staff with teaching students who have specific difficulties. There is information about how to identify specific difficulties in students and how to support them in the classroom. In accordance with the SEND Code of Practice, the **TS SEND Policy** clearly states that all staff have a collective responsibility for ensuring students who have specific difficulties progress and, as such, staff are encouraged to ensure their lessons are delivered with **Quality First Teaching** in mind. The information on the Firefly Pages is a starting point but EP staff are more than happy to offer further support via discussion, meetings, reciprocal peer observations and training.

The Firefly pages also house **Student Passports** and the **SEND Register**. These confidential documents are available for staff in order to provide information about individual specific difficulties. The SEND Register provides an overview of information and brief support strategies; the information held within it is also available on 3sys for ease. Student Passports exist for those students who have additional support beyond the classroom. They are more detailed documents, written in conjunction with the student and shared with parents. The focus is on encouraging the student to identify what staff can do to support them but, also, what they can do to help themselves. Passports are reviewed and updated on a termly basis. All staff are welcome to suggest

additions and amendments to both the SEND Register and Student Passports; students will make more progress if all their teachers fully engage in supporting their specific difficulties.

The **EP Provision Map** is a framework of all the various support mechanisms available for students across the school. It outlines the provision available for students who have difficulties with Cognition & Learning, Communication & Interaction, Social, emotional & mental health and Sensory, physical or medical issues. A student may be accessing one or more of these provisions at any one time. Indeed all students should be exposed to many of the Level 1 support mechanisms within the classroom.

All students have access to **1:1 lessons** if they need support with specific difficulties. 1:1 lessons are delivered by qualified, experienced EP staff and are therefore chargeable. EP recommend 1:1 lessons to those students who we feel will benefit from 1:1 intervention. Wherever possible, 1:1 support is targeted and short term, such that students are able to recognise that they have made progress and encouraged to put the skills they have learned into practice. 1:1 support operates on a continuous assess, plan, do, review cycle; the student, their parents and their teachers are involved in this fluid process in order that it is as bespoke as possible.

The **Extra Maths and English class** is available for those students who do not take a modern foreign language. It consists of two extra lessons of Maths and two extra lessons of English per week, delivered by an experienced subject specialist. Wherever possible, classes are kept to very small numbers. Content is designed to support the work being covered by core subject staff either through consolidation or pre-teaching. Close liaison between the English and Maths departments with EP staff is critical to the success of these groups. Assessment data is used to inform planning and EP staff attend English and Maths department meetings to ensure ongoing communication.

Key Skills classes are available in all option blocks. These groups are designed to encourage students to work independently and organise themselves efficiently. The four periods per week consist of both taught sessions where key skills such as note taking and revision techniques are delivered and supported independent study time, where students work on prep or revision. Assessment data and exam results are used to frequently review the success of the groups and EP staff respond to fluctuations in effort by increasing or decreasing independent study time accordingly. In an effort to make Key Skills sessions as bespoke as possible, group numbers are kept to a minimum and often split such that some students are working in the library for some of the time.

Prep Support runs every weekday lunchtime in M7a. All students are welcome to attend on an ad hoc or more regular basis. A member of the EP team is available each day to support students with prep if necessary. Often, students simply need a quiet space to come and work without distractions.

Tracking and Assessment

The **EP Referrals flow chart** outlines the various ways in which student progress is monitored. All Year 9 and 10 students complete a reading comprehension and spelling assessment twice a year, the results of which are used to identify any individuals who have a significant difference between the two skills or are behind where they are expected to be at that age. Baseline scores such as MiDYis, Yellis and Alis data are used alongside these to identify any 'spiky' profiles which may be indicative of

a specific difficulty. A ‘spiky’ profile refers to a student whose scores are largely average or above average for their age apart from one or two specific skills which appear to be incongruous.

At the beginning of each academic year, international students are screened for specific difficulties underlying their language difficulties using either LUCID LADS+ or Rapid according to their age. This assessment is designed to accurately screen for specific difficulties such as dyslexia in individuals who have minimal English language skills. If EAL learners are identified as being at high risk of a specific learning difficulty the EP department work closely with the EAL department to implement a bespoke support programme to support both their language difficulties and specific difficulties.

Where a **‘spiky’ profile** is identified, students are further assessed using one or all of the following exam access arrangements assessments: LUCID Exact, the Symbol Digits and Modalities Test (SDMT), the Test of Memory and Learning (TOMAL) and the Comprehensive Test of Phonological Processing (CTOPP). Results of such assessments are shared with the student and their parents as well as staff where appropriate. If a student qualifies for access arrangements these will be implemented.

Exam Arrangements

The most typical exam access arrangements at TS are:

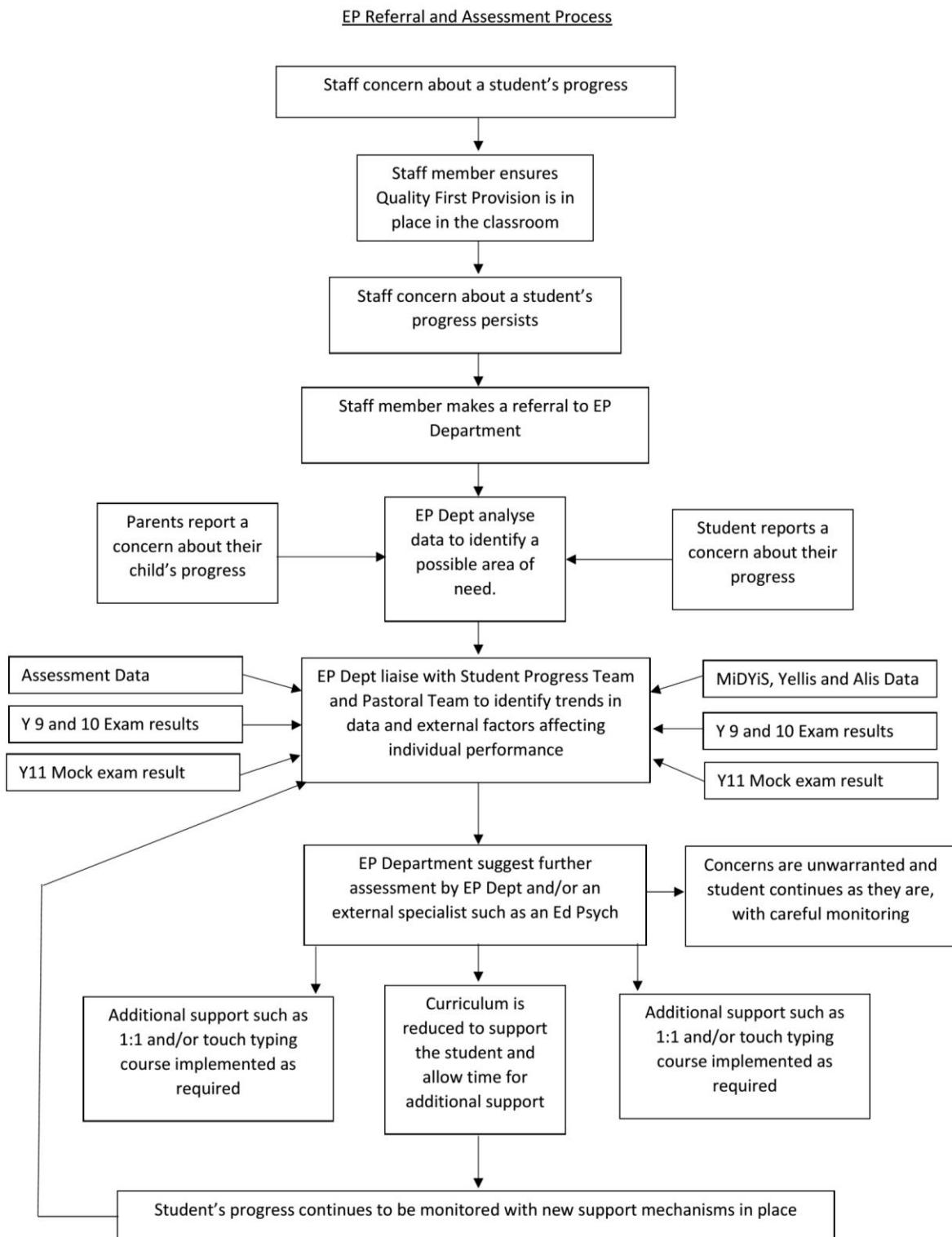
Up to 25% extra time – this is put in place for students who have specific difficulties with processing speed, working memory and/or reading speed. They must have a standardised score below 85.

Word Processing – this is put in place for students who have difficulty with handwriting or for whom typing is their ‘normal way of working’. This is the most common access arrangement and, by its nature, likely to increase significantly in the near future. If a student qualifies for a scribe, they can elect to type with spell check enabled in place of a human scribe and EP encourages this wherever possible as it makes students more independent.

Scribe – this is put in place for students who struggle with spelling and/or writing and typing speed (they must have a score below 85). Some students still prefer a human scribe to using a word processor with spell check, as Word is not sophisticated enough to decipher their spelling attempts and the red lines are a distraction. Scribes are allowed to write or type the student’s answers. They must not help with content.

Reader – this is put in place for students who struggle with reading accuracy or comprehension. They must have a score below 85. Readers are allowed to read the questions and the student’s answers back to them if requested. They must not help with content.

Appendix 2 – EP Referral and Assessment Process



Appendix 3- TPS Strategies for helping children to improve progress

Strategies for helping children to improve progress

What do we as a school do?

Teacher identifies that a pupil is not making the desired progress.

Or parental concern brought to school's attention

Subject teacher to liaise with parents and decide if action is required. If so, follow process listed to the left.

PHASE 1

Subject teacher employs additional strategies and resources to support the child.

Subject teacher concerns discussed with the parents & form tutor.

Subject teacher reviews success of strategies with parents after 3 weeks.

Example additional strategies may include:

- Further differentiation
- Word mat or glossary
- Checklists or steps to success cards
- Specialist equipment to support learning e.g. ergonomic pen etc

If additional strategies are successful, details of these to be shared with all staff who teach the pupil and with the form tutor.

PHASE 2

Phase 1 has seen little or no improvement.

Form Tutor to collect feedback from all pupil's subject teachers.

This will be used to complete an EP1 initial concerns form (ICF) which will be considered by the Head of Educational Progress (EP)

Next steps are decided upon and Head of EP liaises with parents and relevant staff.

Next steps may include:

- In house diagnostic testing (e.g. dyslexia screening)
- Attendance at intervention sessions (non-chargeable to parents)
- Creation of a Pupil Passport, including strategies and SMART targets.
- Extra 1 to 1 tuition in English and/or maths (chargeable to parents)
- External assessments (E.g. educational psychologist, occupational therapist)

PHASE 3

If a Pupil Passport has been created this is reviewed half termly with the pupil and parents.

All next steps decided upon in Phase 2 followed up and reviewed.

What can you do at home to support your child?

Reading 	<ul style="list-style-type: none">✓ If still using phonics, practise the given sounds and red words each day to reinforce learning.✓ Listen to your child read aloud every night or every other night if older. This forces him/her to go slower, which gives them more time to process what they read, and improves reading comprehension.✓ Read to your child or listen to audio books. This models good reading speed, expression and engages children without them having to read for themselves. It also allows more basic readers to access high quality literature which they cannot read for themselves.✓ Talk about what they are reading. This "verbal processing" helps them remember and think through the themes of the book. Ask questions before, during, and after a session to encourage reading comprehension. For example: <i>Before: "What are you interested in about this book? Why have you chosen this book?"</i> <i>During: "What's going on in the book? Is it turning out the way you thought it would? What do you think will happen next?"</i> <i>After: "Can you summarize the book? What did you like about it? What other books does it remind you of?"</i>✓ Share and encourage your child to engage with a range of text types e.g. reading the recipe for a cake, reading a magazine or newspaper or a set of instructions for making a model.✓ Ask questions which involve inference (E.g. At a basic level, Tom stepped outside in his welly boots and jumped in the puddles. Question your child: What was the weather like on that day? How do you know?)
Writing 	<ul style="list-style-type: none">✓ Read regularly. Reading is a stepping stone to better writing and helps children strengthen their writing skills.✓ Make writing fun by encouraging your child to play crossword puzzles and word games either on paper or using apps.✓ Write letters. It is a lost art in the modern age, but encouraging your child to write letters to friends and family members ensures they are not forgetting the key features of writing.✓ Encourage journaling. It is a great way for children to express thoughts and ideas whilst also improving writing skills.✓ Create story prompts and connect with their interests. Give them a chance to plan their writing or link it to a situation they are able to relate to.✓ Model writing. There is no better way to learn than to see someone else do it. Let your children see you writing and share your writing with them.✓ Use technology to your advantage – blogging, emailing etc. will not only improve your child's writing skills but also their computer skills.✓ Make it part of their daily routine – shopping lists, events coming up in the week, reminders are all examples of how children can practise writing each and every day.
Spelling 	<ul style="list-style-type: none">✓ Practice assigned spellings daily.✓ Put spellings into sentences to show meaning and to reinforce writing of the word.✓ Reinforce weekly spellings with common high frequency or subject/topic themed words if required.✓ Use a range of engaging techniques to practise spellings e.g. magnetic letters, word searches or apps on the iPad such as 'Squeebles' or other games.✓ Test at home – early in the week do the spellings in order, later in the week jumble them up. They will be tested in a random order in school!✓ Turn spellings into a variety of games. Writing spellings over and over again is not always the best strategy. Spelling tennis is a great way to practise with your child. Say the word, they say the 1st letter, you the 2nd, them the 3rd and so on, until the word has been spelt out.✓ Help your children remember their spellings by creating mnemonics, rhymes, images.✓ If your child is still using phonics, practise identifying and writing the given sounds in spelling words.

<h3>Maths</h3> 	<ul style="list-style-type: none"> ✓ Talk positively about maths. Many parents openly admit 'Oh I'm not very good at maths' or 'I hated maths at school'. Children hold on to this and may start to think the same for themselves. ✓ Make use of the Active Learn & My Maths computer programmes which TPS subscribe to. This reinforces concepts covered in class through fun, interactive games. ✓ Point out maths in everyday life. Involve the children in day to day activities e.g. using money, cooking or travelling. Often they don't even realise they are doing maths! ✓ Praise effort and not talent. ✓ Encourage your child and teach them to tell the time using both digital and analogue clocks. ✓ Ensure your child's times table recall is secure as this underpins a lot of maths. Ask randomly, not just by rote. Use online games to make times table learning fun and ensure your child understands the inverse of timetables (division as well as multiplication). ✓ Recommended books for parents – 'Maths for mums and dads' explains the more up to date ways concepts are taught to children in school.
<h3>Non-verbal</h3> 	<ul style="list-style-type: none"> ✓ Play mind games e.g. spot the difference and Sudoku. Brain training apps are an excellent way of developing children's non-verbal ability. ✓ Develop spatial awareness and understanding of how shapes interconnect by playing with jigsaws and construction toys like Meccano and Lego. ✓ Games involving logic are good for developing non-verbal ability.



Taunton School Provision Map

Level 1 is good quality, inclusive teaching which takes into account the learning needs of all the students in the classroom. This includes providing differentiated work and creating an inclusive learning environment.
Level 2 is specific, additional intervention provided for some children who need help to accelerate their progress. Level 2 interventions are often targeted at either individuals or groups of students who have similar needs.
Level 3 is targeted provision for a minority of students where it is necessary to provide highly tailored intervention to accelerate progress or enable students to achieve their potential. This usually includes specialist, external interventions.

Pre-prep and Prep	Cognition & Learning	Communication & Interaction	Social, emotional & mental health	Sensory, physical or medical
Level 1	<ul style="list-style-type: none"> ▪ Quality First teaching ▪ Reduced class sizes ▪ Digital support via Firefly/laptops ▪ Differentiated teaching and learning resources ▪ Multisensory approaches to learning ▪ Structured phonics programmes ▪ Visual resources to support learning e.g. vocabulary banks, spelling/phonic mats ▪ Practical resources to support learning e.g. dienes, numicon, number lines, realia (objects from real life to aid learning). ▪ Handwriting difficulties supported by the use of appropriate resources e.g. writing slopes, pen(cil) grips 	<ul style="list-style-type: none"> ▪ Social skills and rules of social interaction modelled by staff and taught within the PSHEE curriculum and through day to day school life. ▪ Opportunities for class presentations, whether impromptu e.g. through 'show and tell' type activities or planned activities as part of the curriculum. ▪ Pupils given specific roles in group work to support their interaction with peers. ▪ Using talk partners to encourage confidence. ▪ Visual supports used to define areas, to structure the day, to signal levels of support needed and to support understanding of tasks. ▪ Appropriate level of language used, e.g. short sentences, few instructions at a time, frequent concept checking, using the pupil's name to signpost listening. ▪ Differentiated questioning and allowing pupils thinking time. 	<ul style="list-style-type: none"> ▪ Nurturing teaching environment ▪ Pastoral house system ▪ Small tutor groups with regular access to tutor ▪ PSHEE lessons ▪ Assemblies ▪ Chapel ▪ Range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time ▪ Whole school behaviour policy with a consistent approach when using rewards and sanctions. 	<ul style="list-style-type: none"> ▪ Health Centre ▪ Liaison with other medical professionals, following their guidance and making adjustments on an individual case basis ▪ Careful seating of pupils with visual, hearing and multi-sensory impairment. ▪ Extra time to complete tasks and/or rest breaks to reduce the effects of fatigue. ▪ Care taken with lighting and background noise for pupils with hearing and visual impairment. ▪ Modified resources as necessary.
	<ul style="list-style-type: none"> ▪ Resources printed on alternative colours of paper and overlays used where appropriate. ▪ Opportunities for alternative forms of recording. ▪ Tutor works closely with Academic Leads to ensure progress is made. ▪ Read&Write readback software ▪ Prep Support in EP Department ▪ Subject specific clinics 	<ul style="list-style-type: none"> ▪ Pupils seated sensitively, in the best place to minimise distraction. ▪ Multisensory approaches used to aid learning. ▪ Advance warning given to specific pupils and preparation for changes to routine and activity. ▪ Clear rules, routines and expectations communicated to all pupils. ▪ Opportunities for alternative forms of recording. 	<ul style="list-style-type: none"> ▪ Positive behaviour management techniques used across the school. ▪ Time out systems in place? ▪ Effective seating plans ▪ Social interaction and emotional wellbeing skills taught explicitly in PSHEE lessons. 	<ul style="list-style-type: none"> ▪ Personal Emergency Evacuation Plan (PEEP) if necessary. ▪ Induction Loop available for HI students/staff. ▪ Various quiet spaces available; EP Dept, House Rooms, Health Centre, Chapel
Level 2	<ul style="list-style-type: none"> ▪ Additional group support, either for structured intervention programmes, in-house/bespoke intervention, pre-teaching or overlearning (Key Skills/Extra Maths & English). ▪ 1:1 support (additional cost) ▪ Touch typing lessons (additional cost initially) ▪ Exam access arrangements 	<ul style="list-style-type: none"> ▪ Social stories to support understanding and choices. ▪ Social skills group support to further develop important skills and rules of social interaction with modelling and use of key phrases. ▪ Targeted comprehension groups ▪ Access to a time out area or distraction free environment ▪ Break down tasks into manageable steps with a clear start and finish by using task planners that have been personalised for the pupil. ▪ Visual prompts to support with organisational skills. ▪ Individual reward system. ▪ Designated space on the carpet and/or individual work station. ▪ Use of a sit and move cushion / writing slope / pencil grip where required. ▪ Touch typing lessons (additional cost initially) ▪ 1:1 support 	<ul style="list-style-type: none"> ▪ Social skills group support to further develop important skills and rules of social interaction with modelling and use of key phrases. ▪ Counselling through the Health Centre ▪ Anger Management programmes ▪ Self-regulation techniques taught ▪ Access to Mental health nurse ▪ Access to school counsellors ▪ 1:1 support ▪ School chaplain 	<ul style="list-style-type: none"> ▪ Alternative means of reading and recording work. ▪ Alternative equipment provided as needed. ▪ Timely access to appropriate modified resources. ▪ Exam access arrangements ▪ Age-appropriate independence promoted ▪ Self-advocacy skills encouraged ▪ Training for staff in pupils' individual needs

		<ul style="list-style-type: none"> ▪ Access to breaks from learning e.g. movement breaks 		
Level 3	<ul style="list-style-type: none"> ▪ External agency involvement (may incur additional cost) e.g. Educational Psychologist, Occupational Therapist, Physiotherapist 	<ul style="list-style-type: none"> ▪ External agency involvement (may incur additional cost) e.g. Educational Psychologist, Paediatrician, Speech and Language Therapist, Occupational Therapist, Physiotherapist. ▪ Additional equipment to meet pupil's sensory needs. 	<ul style="list-style-type: none"> ▪ External agency involvement (may incur additional cost) e.g. Educational Psychologist, Paediatrician, Child and Adult Mental Health Service (CAMHS). 	<ul style="list-style-type: none"> ▪ External agency involvement (may incur additional cost) e.g. Educational Psychologist, Paediatrician, Speech and Language Therapist, Physiotherapist, Occupational Therapist, Advisory teachers.

