



Handbook of Policy and Procedures for Special Educational Needs and Disability

'Driffield School and Sixth Form is a high performing, inclusive school intent on best serving the needs of our community. We want everyone to be able to contribute, and everyone to have the opportunity to fulfil their potential.'

We aim:

- *To provide a safe, supportive and positive environment for learning, for all.*
- *To inspire all students and raise aspirations.*
- *To ensure that all students acquire the skills, knowledge and understanding to equip them for life.*
- *To work collaboratively and sustainably with other partners to provide the best learning opportunities for our students, our staff and our community.'*

Driffield School, Values and Aims

This policy builds on our Single Equality and Learning Policies. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN. As a school:

- We believe that equality of opportunity must be safeguarded and that the framework of a broad, balanced and relevant curriculum is an entitlement for all students.
- We believe that all students with special educational needs or disability should learn alongside their peers, with additional support and provision as appropriate.
- We believe it is necessary to match the demands of a learning task to the capability of the student, and that by using a differentiated approach it will be possible to provide a positive and successful experience for all students.

Every pupil with SEN or disability in this inclusive school has an entitlement to fulfil their optimum potential. This belief is embraced in every aspect of school life: personalised teaching and learning approaches, access to ICT across the curriculum; development of flexible learning pathways and out of hours learning activities, support for emotional wellbeing; flexible timetables, assessment for learning which engages pupils in having a say about their progress and SEN provision; and partnership with parents/carers, other schools, the local community and with personalised 'wraparound' health care and social service providers.

Introduction

The school's policy in respect of meeting Special Educational Need is contained within this handbook and fulfils the statutory obligations laid down by the Children and Families Act (2014). The further purpose of this booklet is to detail the various procedures to be used and guidelines to be followed when assessing or reviewing special need, and meeting that need within curriculum provision. This handbook takes due account of the Equality Act (2010) and the DFE Revised Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014).

Under the Code of Practice, provision for students with SEN is regarded as a matter for the school as a whole, and thus it is expected that curriculum and pastoral teams will keep a copy of this

handbook ready to hand, and that their own policies and procedures will be developed in line with the whole-school approach set out herein.

Definition of Special Educational Need and disability

For the purposes of this handbook, special educational need is defined as follows:

"A pupil has special educational needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

(DfE Code of Practice, 2014, Section 6.15)

In January 2013, 2.8% of pupils across all schools in England had statements of SEN. This percentage has remained unchanged for the past 5 years. There were 16% of pupils with SEN without statements across all schools in England (DfE Special Educational Needs in England: 2013). These figures however cannot necessarily be taken to mean that at any time in a typical school, 19% of students would be so recognised.

Pupils described as able, gifted or talented do have an educational special need. However, the recognition of and provision for such students is the subject of a separate school policy statement. Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

The four broad areas of Need as described in the Code of Practice are as follows:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Information regarding each of these needs and general guidance for support and intervention strategies can be found on the school network through the IPP link. See Appendix A.

The Definition of Disability

The Equality Act (2010) defines a disabled person as one who **has 'a physical or mental impairment and the impairment has a substantial and long term adverse effect on a person's ability to carry out normal day-to-day activities'**.

- 'Substantial' is more than minor or trivial – eg it takes much longer than it usually would to complete a daily task
- 'Long-term' means 12 months or more.

Most children with special educational needs will not be disabled within the meaning of the act. However, a significant proportion of those who are disabled will have special educational needs. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and ADHD. Impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered. (See Appendix 1)

The *Family Resources Survey (2010)* estimates that approximately 5% of all children in the UK are disabled.

Personnel

Assistant Headteacher: Inclusion (Student Achievement/Progress)

- leads whole school inclusion and has strategic oversight of the Student Services Team.
- assumes responsibility for the Assistant Head of Student Services – SEN and the Assistant SENCo
- manages access to other agencies such as the Education Inclusion Service, Education Welfare, Youth and Family Support Services, Children's Social Care, CAMHS, Health Services and the Neighborhood Community Policing Team.
- Also has responsibility for Child Protection and represents the school at the ERSCB safeguarding students with LDD group. See Child Protection Policy.

SEN Manager

- leads a team responsible for the day-to-day management of provision, and for meeting external requirements relating to assessment and review, the maintenance of the register of special need, and the process for assessment for Education, Health and Care Plans.
- responsible to Assistant Headteacher: Inclusion for overall policy and coordination.

Assistant SENCo

- responsible to Assistant Headteacher: Leadership of SEN.
- oversight of the Learning Support Base and Nurture Group Room and of strategies for supporting students with SEN/behaviour needs.
- responsible for identification of those students who may find transition to secondary education too difficult
- responsible for the planning, preparation and delivery of Nurture Group Curriculum
- oversight of vulnerable student transition into mainstream education.
- oversight of one to one tuition
- oversight of Foundation Learning

Governor for SEN

Responsibilities include:

- keeping the Governing Body up to date on all issues relating to SEN
- reporting annually to parents on the school's SEN policy including allocation of resources from the school's devolved/delegated budget

The Student Services Team

The team consists of the core ~ the AHT, the SEN Manager, the Assistant SENCo, intervention teachers and the support staff ~ and a wider team, known as the full Student Services team, in which the core is supplemented by the pastoral team and a wide range of school based multi-agency partners.

The core team

The core team is involved in working with individual students and supporting curriculum teams in a variety of ways. Current membership of the team is given in Appendix B.

The full team

A wider team, led by the AHT: Inclusion consists of members of the core team and pastoral team. Members of the core team are linked to subject departments and regularly attend curriculum meetings.

The Learning Support Base (LSB)

The core team is based in an area specially equipped for flexible use. All students with special needs have access to the full range of curricular and extra-curricular provision, and spend most of their time alongside their peers, but some work on an individual basis for short sessions during the school day in the LSB. Other uses include: use by staff in preparing materials; for meetings; library facilities. Equipment includes computers, interactive whiteboards, language masters, spell checkers, lap-top word processors, and other specialist resources.

Nurture Group Room

This room is a fully resourced teaching base managed by the Assistant SENCo. Key Stage 3 students who are not able to access mainstream education are able to follow an alternative, personalised course with a fully qualified teacher and begin a gradual transfer into mainstream secondary education. Membership of the Nurture Group may fluctuate through the year as student needs change.

Coordination of Provision

All teachers are responsible for the education and progress of all students within their class, including those with SEN. A model for the coordination of the educational provision is shown in Appendix C.

Admission arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN or Disability and has due regard for the practice advocated in the SEN Code of Practice (2014):

- The Equality Act (2010) prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. (1.28)
- 'Schools should assess each pupil's current skills and level of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and if so, what reasonable adjustments may need to be made for them.' (6.16)

Driffield School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. In line with the Equality Act (2010) and LA policy any child with a disability will not be treated less favourably during admission. In close liaison with parents and appropriate agencies all reasonable adjustments will be made to ensure the child is not put at a substantial disadvantage compared to non-disabled pupils. The school plans strategically to increase access to education with regard to access to the

premises, the curriculum and to written information. This accessibility plan is resourced, implemented and reviewed and revised as necessary.

SEN specialisms

Driffield School has no special units, but the Student Services core team has staff whose specialist qualifications and experience include:

- A National Award in Special Educational Needs
- A Postgraduate Certificate in Inclusion and Vulnerable Learners (Bath Spa University)
- A Post Graduate Certificate in Special Educational Need (York St. John)
- Two Post Graduate Certificates in the identification and teaching of dyslexia
- 4 HLTA qualifications
- Emotional Literacy Support Assistant Training
- Specialist Training in areas such as Asperger's, attachment disorder, dyslexia and dyspraxia
- Some members of the Learning Support Team have City & Guilds qualifications in Learning Support, and others are working towards this qualification
- Several staff hold the Certificate of Professional Practice in Learning Support and the advanced course
- All staff working within this area have had access to up to date Safeguarding training and are aware of school procedure and protocol, particularly when working with young people with a disability (See Child Protection Policy)

A small number amongst the wider teaching staff have qualifications relating to aspects of special need.

Special facilities

- The fabric of the school has been modified to allow access to most ground floor areas to those with a physical disability, particularly students with a wheel-chair. This includes ramps, hand rails, automatic doors, disabled toilets and electric hoists.
- All new construction accommodates disabled access to other floors via a passenger lift and similar adaptations are gradually being made to the older buildings. This includes a recently installed platform lift in North Building to enable access to the first floor. Equipment is available from the LA to facilitate wheel-chair access to higher floors.
- All new buildings (Performing Arts and ACE Centre) fully comply with current building regulations to meet the needs of disabled users.
- Kerbs, posts and any other trip hazards have been brightly painted to aid access to the school site for visually impaired students.
- The school has a purpose built physical management room and visual impairment support room.
- Most curriculum areas have access to specialist equipment, such as adjustable height tables, perching stools and writing slopes.
- There are currently 14 'Soundfield Systems' installed within the school for students with significant hearing impairment. This includes one installed in the main examinations hall. 3 mobile 'Soundfield systems' are available to loan from the Student Services team.
- The school is continually working with the LA to improve facilities and accessibility.
- The Student Services team has a substantial amount of ICT equipment available for use by individual students in support of their special need.

Allocation of Resources

- Under current arrangements, funding is devolved from the LA directly to individual schools. This funding is used to fund delegated statements or Education, Health and Care (EHC) plans. Statements (of SEN) or EHC plans carry a suggested funding level linked to the special arrangements to be made for an individual which are detailed on the statement or plan. We have a system for planning individual support based on this sum and monitoring individual need in relation to the provision we are able to make.
- The needs of students without a statement or EHC plan are provided for from staffing and material resources planned and budgeted for largely by subject departments, supported where possible by the core team. The allocation of resources to this group of students is carefully monitored and the core team responds to changing needs on a daily basis.
- Where appropriate, additional resources are allocated according to individual students' needs.

Identification, Assessment Arrangements and Review Procedures

- It is the responsibility of all staff to assist in identifying students with SEN. Some students transfer to the school having already been identified. Provision will be made and reviewed appropriately. The identification procedure involves the use of parental information, primary school information, statutory assessment information, screening procedures and teacher observation. See Appendix D.
- Key people involved at Driffield School include:
 - the student
 - those with parental responsibility
 - the classroom (subject) teachers (CTs)
 - the curriculum leaders
 - the form tutor (FT)
 - the Head of House or House Tutor
 - AHT:Inclusion
 - SEN Manager
 - Assistant SENCo
 - members of the core SS team
- *Individual students are reviewed systematically, and, in the case of those who are subject to a statement or Education, Health and Care Plan (EHC plan), in line with statutory procedures. The on-going assessment and review procedures follow guidelines contained in the Code of Practice and are described in detail in Appendix C. [These procedures form part of the school's Assessment, Recording and Reporting Policy but are not described in detail in the document relating to that policy.] Systematic review may result in students moving through the LA formal assessment process towards an EHC Plan, in line with the LA's agreed criteria. CAT scores, available early in Y7, supplemented by Y6 standardised scores in reading and spelling, provide useful as a further screen. [See Appendix D]*
- **Levels of action:** In the case of students with learning difficulties, once they have been identified and their special need confirmed by the assessment procedures laid down by the LA, provision additional to that normally required within a fully-differentiated curriculum will be made in line with the graduated response described in the Code of Practice. Prior to the formal recognition of a special need, and following an expression of concern from any of the parties involved, subject teachers and form tutor will be much involved; subject teacher(s) (and curriculum teams) will be responsible for provision of differentiated materials and resources; parents will be encouraged to be involved; the student's progress against subject targets reviewed systematically. Following formal recognition, 'levels of action' are denoted by the following:

SEN Support: each student has an Individual Progress Plan (IPP); management of the programme moves to SEN Manager; parental involvement stressed (they must be informed). Advice of outside specialists may be sought if appropriate (eg Ed Psych). If despite appropriate graduated interventions, the student has not made expected progress, there may be consideration by the school and parents as to whether the student's case should be subject to requesting an Education, Health and Care needs assessment.

Statement: the student is the subject of a Statement of Special Educational Need detailing an entitlement to specific provision. Higher level statements are resourced with additional funding from the LA.

Education, Health and Care Plan: the student is the subject of an Education, Health and Care Plan detailing an entitlement to specific provision. Higher level EHC Plans are resourced with additional funding from the LA.

Over the forthcoming 3 years, all statements will be moved on to EHC Plans in line with the Local Authority Transition Plan. All new requests will be for Education, Health and Care Needs assessment.

Inclusion: Access to the curriculum

- A priority is to provide access to a broad and balanced curriculum for all students by providing a set of fully differentiated courses. Furthermore, any withdrawal arrangements are staggered to coincide with all curriculum areas as evenly as possible. [See Appendix E]
- Members of the core team and the resource base itself are used freely in order to support work with individual students on a withdrawal basis in line with their needs and any requirements stipulated in a Statement or EHC Plan. (Any withdrawal is only carried out with parental agreement which is always sought but occasionally not obtained.)
- In class support is provided by members of the core team, as available.
- Where necessary, as in the case of students with physical impairment, the timetable is written to allow complete access to specialist facilities, in line with the ethos of inclusion and the requirements of legislation. Individual teachers or teams should plan in advance any moves from those rooms normally used – e.g. visits to computer suites - to allow for the access of such students. [Such forward planning might involve asking for the assistance of a teaching assistant, or providing the resource to an individual student in the LSB.]

Inclusion: Pastoral and extra-curricular integration

- Students who have a special educational need are members of vertical structure tutor groups (or forms)
- The Students follow the curriculum programme with their age peers.
- Every effort is made to enable all students to participate on an equal basis in extra-curricular activities whatever their special need or disability.

Evaluation and monitoring

- Evaluation of the policy will primarily be effected by monitoring the progress of individual students and ensuring that their needs are being met. Progress will be identified by parents, staff, students, outside agencies, on-going assessment and systematic review, objective measurements, progress through National Curriculum levels, and any external tests.
- The LA Self supported SEN review will take place once every two years.

Evaluation criteria

- Wider-ranging criteria for evaluating the success of the SEN policy are set in line with recommendations made by OFSTED. See Appendix F.

Personnel and mechanisms

- Key staff involved in the evaluation process are AHT:Inclusion, SEN Manager, Assistant SENCo, Strategic Leadership Team, Curriculum Leaders, Heads of House and other House Staff.
- Mechanisms for evaluation include interactions with the Strategic Leadership Team, the SEN part of the Governors' Annual Report, regular meetings of the full SS team, and regular and systematic review carried out within curriculum and pastoral teams.

Arrangements for consideration of complaints

- In the first instance, we would encourage parents to make informal contact with:
 - in the case of a student who has a statement or EHC Plan, the SEN Manager who will be able to advise on the best course of action;
 - in other cases, their child's Form Tutor, who will then be able to involve relevant colleagues, who may include the Head teacher, the Head of House and subject teachers involved.
- In all cases a parent has the statutory right of complaint to the LA.

Staffing policies and partnerships with bodies beyond the school

In-service training

- Policy for SEN in-service training is planned in line with the school's CPD policy. In-service training for the non-teacher members of the Student Services team is on-going and is regarded as a priority.
- The need for training for SEN and differentiation amongst the whole teaching staff is recognised and is being addressed appropriately.

Teachers and facilities from outside school

- The school is able to call upon the professionals working with the LA Support Services, and in the case of some students with a Statement or EHC Plan, this is a requirement.
- Specialist facilities are available through this Service.
- Use is made of SENCo forums, sources of much useful information and advice.

Partnership with parents

- Parents are encouraged to be fully involved with all aspects of their child's education. This is done in a variety of ways including parents' evenings, Individual Progress Plans, review meetings, parents' newsletter, telephone and letters.
- On transfer to the school or for new admissions, parents of children with special needs or physical difficulties are invited to meet with the SEN Manager to develop an appropriate support plan together.
- Through all stages of identification of need, arrangements for provision and subsequent review, the involvement of parents is a priority. Agreed procedures are in place, involving pastoral staff and the SEN Manager. [See Appendix G]
- Informal telephone contacts are supported by written communication wherever appropriate.
- Parents are invited to attend review meetings, as is their right. See Appendix G.

Links with other schools

- There are strong links with primary and secondary schools, as well as Kings Mill School, via the LA SENCO Forums.
- Links with establishments for further education are utilised where appropriate.

- Links with partner primary schools are strong and supported by a programme of annual visits by the SEN Manager.
- New intake evenings are arranged in November and June each year for the parents of prospective Y7 students and the students themselves attend an Induction Day in July. Statemented students or those with an EHC Plan are invited to visit on more than one occasion during the summer term to ease the transition. Members of the core team visit the Junior Schools during this term to collect information regarding the Y6 SEN from the Primary and Junior Schools.
- Links with King's Mill Special School are well developed and have resulted in some joint curriculum projects for several years.
- When students change school, either at the change of phase or at other times, information is supplied in addition to the comprehensive records passed on in the case of all students. Information will also be made available on request to any provider of vocational training with the permission of the student.

Links with other professional services

- The Youth and Family Support Service are fully involved with students from Y10 onwards, and from Y9 in the case of those with statements or an EHC Plan, and an increasing level of advice is given to both students and parents prior to leaving school.
- The school receives support from a range of professionals and services and is required to involve particular parties in the Statement or EHC Plan Review process, and other reviewing when appropriate.
- Of particular importance is the Educational Psychologist whose involvement with all students who have a Statement or EHC Plan is of fundamental importance. A programme of regular, time-tabled visits is in place. The current holders of these posts are given in Appendix B.
- Links with the Health Services, Social Services and other services are conducted through the named link persons in the respective organisations. The senior member of staff responsible for these links is given in Appendix B.
- The school utilises the services of the Educational Welfare Officer. The current holder of this post is given in Appendix B.

Links with voluntary organisations

- Links are developed as appropriate. Contact names and addresses are available from the SEN Manager

Guidelines for departments and subject teams

- Each department or subject team should address SEN in their policy statement, their schemes of work, their budgets, etc.
- Departments should take account of students with SEN in their assessment practices and make provision for the prospective participation of such students in external assessment (eg GCSEs). Liaison with SEN manager and the Examinations Officer is essential at an early stage in KS4. There are booklets available from the Examinations Officer describing the various special arrangements which can be made through Exam Boards. The key criterion is often being able to demonstrate that a particular strategy (e.g. extra time or specific equipment) is used in the normal programme of the student. Appendix H.
- Development of a fully differentiated curriculum within which the needs of the lowest attainers and those with specific learning difficulties are accommodated remains a priority.
- Departments should make SEN issues a systematic and regular item on departmental meeting agendas.
- The link member of the core SS team should be invited to all department meetings for the Inclusion item.
- Departments and/or individual subject teachers must keep a file in respect of each student who is on the SEN list.

- Departments and/or individual teachers should plan in advance for any temporary changes of room etc to make sure that access (to the room or to the curricular element in question) is maintained for any student with special need. Such planning might involve a request to the core team for the assistance of a support assistant or the use of the LSB.

Resourcing

Income

Under present arrangements, income to the school budget for SEN takes the form of:

- (1) high needs statement funding which follows pupils*
- (2) prior attainment funding*
- (2) a notional SEN budget (from the whole school budget) to cover additional support. Currently (2015) this sum amounts to 4.2% of the AWPU. This funding is intended to fund the first £6000 of pupil statements.*

The base budget is expected to cover teaching and curriculum expenses as well as the cost of the management of Special Needs.

Expenditure

- The stipulations of all statements of SEN or EHC Plans are met to the level of the funding or above.
- The resourcing of the Student Services core team, including personnel, is met as far as possible from within the delegated sum. Typically this requires supplementing from the main budget, (i.e. expenditure exceeds notional income).
- Each department will be expected to allocate a proportion of its capitation to resourcing the curriculum to meet the needs of those with SEN. The exact proportion will be identified annually following discussion between Team Leaders and the Head teacher.
- The Learning Support team will supply specialist equipment (e.g. lap-top computers) from within its financial resources.

Note on numbers

Numbers on the SEN list fluctuate continually as students come under formal review.

Typically

- there are approximately 40 students with statements of special need or Education, Health and Care Plans
- there are approximately 100 Driffield School students on the formal list of students with special educational needs

Review of the Policy

The policy contained in this handbook is reviewed on an annual basis.

Date of Review: Spring Term 2016

Appendix A

Strategies for Support

The 2014 Code of Practice identifies four areas of special educational need. Each child's need is clearly indicated on the IPP and specific support arrangements for the individual needs are discussed below.

Remember there is a lot of information on the school network through the IPP button giving guidelines on specific areas of need.

Four Broad Areas of need:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Communication and Interaction

Speech and language

This area includes pupils which experience a wide range of difficulty from minor speech impairments to specific complex disorders.

Possible effects in class:

- inability to follow verbal instructions
- restlessness/inattentive behaviour
- unwillingness to join in discussions
- spoken language problems may also show up in written language (eg limited vocabulary, grammatical errors, incorrect word order)
- frustration
- poor social relationships
- impaired language skills often lead to specific learning difficulty

Autism

Guidelines for teaching students with Autism:

Students will have difficulties in the areas of communication, social interaction and in the way they process information, not necessarily show a learning difficulty. Students' needs have to be considered individually, as no one pattern of learning style is suitable for all autistic pupils.

- Generally have very good memory skills.
- Work best when strengths are focussed upon.
- Use positive behaviour management strategies.
- Short-term memory skills are weak e.g. can't remember what they have just been told.
- Keep instructions short and with visual prompts e.g. lists.

- Easily distracted so positioning in the classroom important e.g. not near a window.
- Problem solving tasks pose difficulties. Students become anxious and confused; need consistency and predictable environment, they don't cope well with change.
- Unable to transfer skills from one situation to another, need a lot of over-learning situations, particularly when written or verbal situations are involved.
- Group situations are very difficult because of social isolation and aloofness; allow working independently where possible.
- Lack of motivation and poor self-image, if not motivated will have little desire to succeed.

Asperger Syndrome

National Autistic Society definition:

It is a form of autism, a condition that affects the way a person communicates and relates to others. However, people with Asperger syndrome usually have fewer problems with language than those with autism, often speaking fluently, though their words can sometimes appear formal or stilted. They do not usually have learning difficulties and are often of average or above average intelligence.

Guidelines for teaching students with Asperger's Syndrome.

This is a branch of autism, usually affecting the higher functioning student. They have difficulty in communication and social skills. Speech is delivered in a monotonous or exaggerated tone often at great length, when a topic interests them. They have poor eye contact and obsessive behaviour routine. Lack of understanding of other people's feelings makes them socially naïve and a target for bullying.

- Usually good visual learners.
- Will learn a rule and then always apply it.
- They are good at logical thinking but not with lateral thinking subjects.
- Can talk fluently but not communicate.
- May sound over literal and over precise.
- Have to be taught non literal meanings.
- Will need to be taught the art of conversation and turn taking.
- Needs a high degree of structure and expectation.
- Will find it very difficult to 'imagine' themselves in a different culture, time or other situation – difficult for English, history and R.E.
- Will often have some degree of 'dyspraxia' with fine or gross motor skills.

Strategies for helping children with Asperger's Syndrome.

- Always warn student of any changes well in advance - it saves them having a panic attack!
- Give them a structure to each lesson so they know what they are doing.
- If you have high expectations they will usually strive to achieve it.
- Refer to the pupil by name – they do not always realise that 'everyone includes them.'
- Allow them their own personal space, at the end of a line, or in a desk by themselves.

- Allow a 'time out' zone when they become very anxious.
- Instructions need to be short and precise.
- Be calm, never shout – they only understand literal language and this will be more limited if they are anxious.
- Make good use of computers – they are logical!

Cognition and Learning

Moderate learning difficulties may present:

- inability to meet desired standards in school
- low literacy or numeracy skills
- struggle with abstract ideas or in generalising from experience.

Dyslexia

Dyslexia Institute Definition:

Dyslexia is a specific learning difficulty that hinders the learning of literacy skills. The problem with managing verbal codes in memory is neurologically based and tends to run in families. Other symbolic systems, such as mathematics and musical notation, can also be affected. Dyslexia can occur at any level of intellectual ability. The effects of dyslexia can be alleviated by skilled specialist teaching and committed learning.

Strategies/guidelines for supporting dyslexic students

- Specific learning difficulty which results in a significant and persistent difficulty with reading, spelling, written prose and sometimes maths.
- Additional time for both reading and recording tasks.
- Make use of multi-sensory reinforcement e.g. diagrams, highlighting, colour-coding, memory rhymes.
- Create opportunities to assess understanding orally.
- Give clear, simple instructions.
- Avoid extensive board copying. Provide aims/key points for students to copy directly.
- Provide access to alternative methods of recording e.g. audio-tape, WP and video.
- Plan peer support into seating arrangements.
- Be realistic about setting spellings to learn and marking spelling errors.
- Set accessible homework, that can be realistically completed in the time allowed.
- Be aware that sequencing activities may present problems.
- Be aware of **actual** cognitive ability.
- There is a very full description of dyslexia in Mainstream Approaches and in the department dyslexia booklet.

Dyspraxia

Dyspraxia Foundation definition:

An impairment or immaturity of the organisation of movement, and in many individuals there may be associated problems with language, perception and thought.

Strategies/guidelines for supporting the dyspraxic student

- Allow access to the learning outcome by providing short cuts to recording, such as prepared tables, materials to stick in, part completed diagrams, cloze procedure, and limited board copying.
- Allow more time to complete written tasks.
- Encourage the use of word-processing whenever possible.
- For those with very large or clumsy writing, allow students to write on every other line, or use an exercise book with squared paper.
- Encourage the use of a good free-flowing pen and sharp pencil.
- Set realistic homeworks that are focused, to limit the amount of writing.
- Mark content and effort, rather than presentation. Give praise/credits for the smallest amount of improvement in presentation.
- Be tolerant - organisation is a problem, both generally, and in planning work on a page

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. 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. Other young people may have disorders such as attention deficit hyperactivity disorder or attachment disorder. **(Code of Practice 2014 6.32)**

AD/HD

Guidelines for Attention Deficit and Hyperactivity Disorder

- Look ahead for potential problems when planning activities-minimise the amount of time pupil is kept waiting doing nothing.
- Seat away from distractions.
- Encourage the student to have a 'study buddy'
- Be firm but encouraging.
- Ensure rewards and feedbacks are immediate – ICT gives a quick feedback.
- Avoid negative comments.
- Remain calm and avoid confrontation, so that behaviour does not escalate.
- Try not to raise your voice.
- Give praise for acceptable behaviour, and ignore unwanted behaviour as far as possible.
- Accept that the student is not 'naughty' but has a specific difficulty.
- Stick to routines.
- Give clear warning of changes.
- Do not confuse the behaviour with the child.

4. Sensory and/or Physical needs

The Code of Practice 2014 explains:

Some children and young people 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.

Many children and young people 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. Children or young people with an MSI have a combination of vision and hearing difficulties. (6.34)

Some children and young people with a physical disability (PD), require additional ongoing support and equipment to access all the opportunities available to their peers. (6.35)

Hearing impairment

- slight, moderate or profound
- low frequency loss (affecting the ability to hear vowel sounds), or high frequency loss (affecting the consonants)
- permanent loss (one student in 400) or transitory/fluctuating (one student in ten will have hearing loss at some time even though it may clear up on its own)
- binaural (both ears) or monaural.

Visual impairment

Many indicators:

- holds reading material too close or too far away
- is sensitive to bright light
- shuts or covers one eye
- squints, blinks or frowns
- complains of pains, itching or aches in the eyes
- tilts or thrusts head forward
- rubs eyes excessively
- complains of blurred or double vision
- confuses letters of similar shape
- reverses letters, syllables or words
- becomes clumsy
- has recurring inflammation, discharges or other eye problems

May affect:

- reading skills
- writing skills
- physical education
- art, design and technology

Guidelines for teaching students with Visual Perception Difficulties.

- Students have difficulties with interpreting and giving meaning to what is seen and is not merely an inability to see accurately. This affects learning to read and write.
- Use handouts to supplement board work.
- Use auditory information to supplement visual.
- Sequencing materials given out or work on the board.
- Avoid writing that goes over pictures.
- Highlight selected areas that are used for working.
- Eliminate visual distractions.
- Present small amounts of work at a time

Physical disability

- arthritis
- asthma
- brittle bones
- congenital heart disease
- cystic fibrosis
- diabetes
- epilepsy
- Friedreich's Ataxia (deterioration of the central nervous system)
- Haemophilia
- loss of limbs
- muscular dystrophy
- spina bifida and hydrocephalus
- spinal injuries
- cerebral palsy

Cerebral Palsy

Guidelines for helping students with Cerebral Palsy (CP).

Literally paralysis of part of the brain linked to movement, balance and posture. It takes many forms and no two children are the same.

There are 3 different types with a wide range of effects upon children with CP, from slight to severe. CP is not curable.

- Often spatial or perceptual difficulties are problematic, therefore reading can be difficult and maths and handwriting skills are often weak.
- Hand-eye co-ordination is poor.
- Fine motor co-ordination is poor; sometimes this appears as clumsiness or untidiness.
- Easily become tired because they have to work harder to achieve same or similar results.
- Allow additional time for any practical task.
- Students can become frustrated because of condition.

For further information on these types of difficulties, including some medical conditions please check the SEN guidelines in Inclusion Data on the school network.

Guidelines to address Learning Styles.

VISUAL

- The teacher as the key focus and use of body language
- Use of visual display opportunities above eye level.
- Video, interactive whiteboard, flip charts, coloured board markers
- Lively and engaging text books.
- Memory mapping, collage and visual note taking tools – spider grams, highlighters.
- Keywords displayed around the room.

AUDITORY

- Paired, group discussions, group reviews.

- Guest Speakers.
- Mini-debates.
- Raps, rhymes, chants and verse, dramatic readings.
- Tape or sound effects.
- Mnemonics.
- Music for energising, relaxing, visualising and review – some of Mozart's work are good for this purpose.

KINESTHETIC

- Mime
- Gestures and movements learned to demonstrate a concept.
- Design and build activities.
- Field trips and visits.
- Physical movements
- Use of drawn out features on hard play areas or routes to learn facts.
- Taking notes in a preferred style.

In-class Support: Some Guidelines

Introduction

These draft guidelines have been written to assist classroom teachers and those adults who work with them in the support role in making their partnership effective.

Background

Two separate ideas are central to this discussion and should be borne in mind:

- The class teacher is responsible for how adult support is used in the classroom.
- Targets form part of a student's IPP, and it is reasonable to suggest that these targets offer classroom activities on which student and supporting adult can work.

Roles

Classroom teachers need to understand clearly the role of a supporting adult, specifically a Teaching Assistant. It must be clear that it is the teacher's role to set tasks and targets for individual students linked to clear objectives and success criteria. The assistant's role is to work with the student on these tasks towards these outcomes.

Communication

- Need to ensure that the relationship is relaxed yet effective.
- The class teacher (CT) clearly needs to inform the Teaching Assistant (TA) who they are working with and what is required.
 - Sometimes the TA arrives when the lesson is underway, due to other duties, so it is necessary for the CT to pause and explain.*
- TA needs to ask if not sure.
- TA needs to be kept informed of changes of room (rotations), outside visits, etc. that affect particular students.
- Communication before the lesson may represent the ideal.
 - Develop a system if this is possible given time constraints.*
- Good written communication ~ brief, well-focussed ~ obviates the need for meetings between CT and TA

There is little time for such meetings even if well-planned and, clearly, meetings in the corridor are not best practice.

- Feedback on success and difficulties is essential.
Organisational constraints preclude much discussion between CT and TA at the end of the lesson. Notes should be written by TA on the student's work or in their books; problems over readability, levels, etc., need to be questioned (by CT) and voiced (by TA).

Focussing of the work

- Objectives/tasks vary from lesson to lesson
Objectives and success criteria for individual students need to be clear, showing how the supported student can make progress within a subject area. These need to be matched by appropriate differentiation of tasks where necessary.

Other issues

- Continuity: it is our aim to place a TA consistently with a particular individual for a particular subject.
*Communication helped if the contact is between one CT and one TA
It is understood that for resourcing reasons it may not always be possible to achieve this aim.*
- Behavioural difficulties: these present a particular problem for the TA.
Communication between CT and TA is clearly vital here; specific strategies may need to be discussed, agreed and followed. Involvement of SENCo may be useful in some circumstances.

Appendix B: Personnel (*As at 07/05/15*)

SEN Governor: Acting: Graham Storey

The core team

Assistant Headteacher: Inclusion (SENCo): Debbie Dalton (Dal)

SEN Manager – SEN: Tina Potter (TP)

Assistant SENCo – Penny Wood (Woo)

Intervention Teachers:

Daniella Dewson (Dew)

Tracey Beecroft (Bee)

HLTAs:

Cherryl Forster (CF)

Jayne Savage (JSa)

Teaching Assistants:

NB: each teaching assistant is linked to a department for liaison and dissemination of information purposes.

Gena Charlton

Julie-Ann Barron

Lynn Macrae

Margaret Harsley

Dyan Dee

Lucy Graham

Gloria Harper

Chris Adams

Victoria Burr

Angie Gosling

Ashley Newton

Caroline Grey-Nicholson

Dawn Nicholson

Stephen Pinkney

Belinda Railton

James Richardson

Nathan Taylor

Louise Watson

Kelly Thompson

Natalie Hood

Alyson Chambers

Natasha Watson

The full team

The House Leadership Team comprising of 5 Heads of House , 5 House Tutors, 5 House Leaders (aspirant HoH)

The School Health Advisor

Senior member of staff responsible for links with health & social services:

Assistant Headteacher: Inclusion – Debbie Dalton

LA Personnel:

Educational Psychologist

Daniell Goodall
Educational Psychologist
EIS, County Hall, Beverley
01482 392254

Work Related Learning

Donna Tacey
EIS, County Hall, Beverley
01482 392254

Educational Welfare Officer (EWO)

c/o Heather Hall
01482 392149

SEN Officer

Annette Benstead
01482 392161

EHC Plan Coordinators

Nicola Shaw
Emma Greensmith
01482 392163

Integrated Sensory Support Service

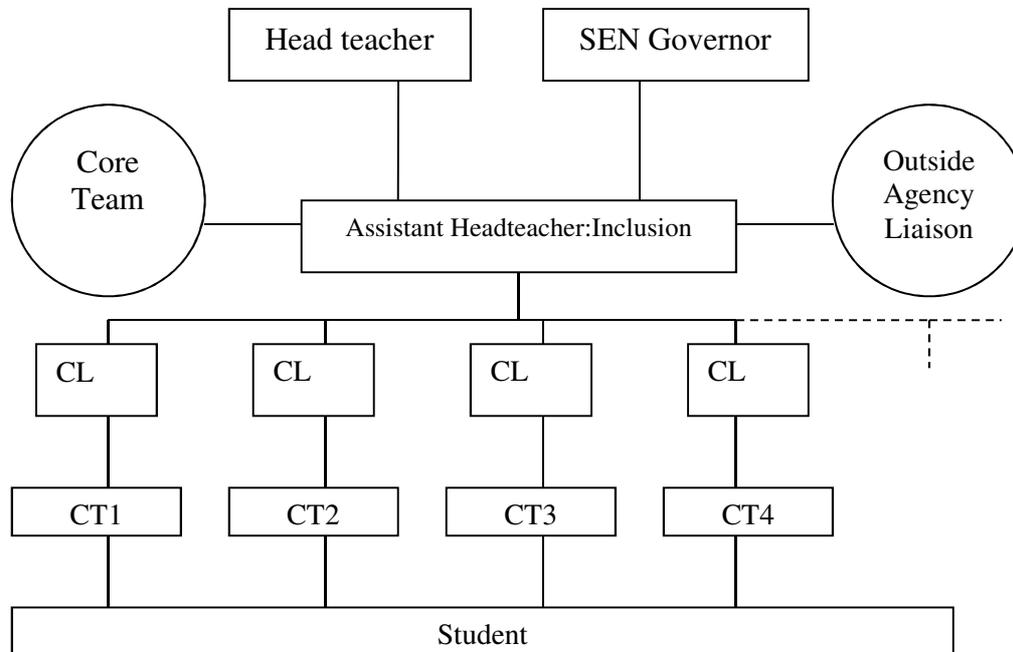
Lesley Gallagher
01482 392436

Exclusions and Reintegration Officer

Sue Burgess
01482 392254

Appendix C

Diagram showing coordination of curriculum provision

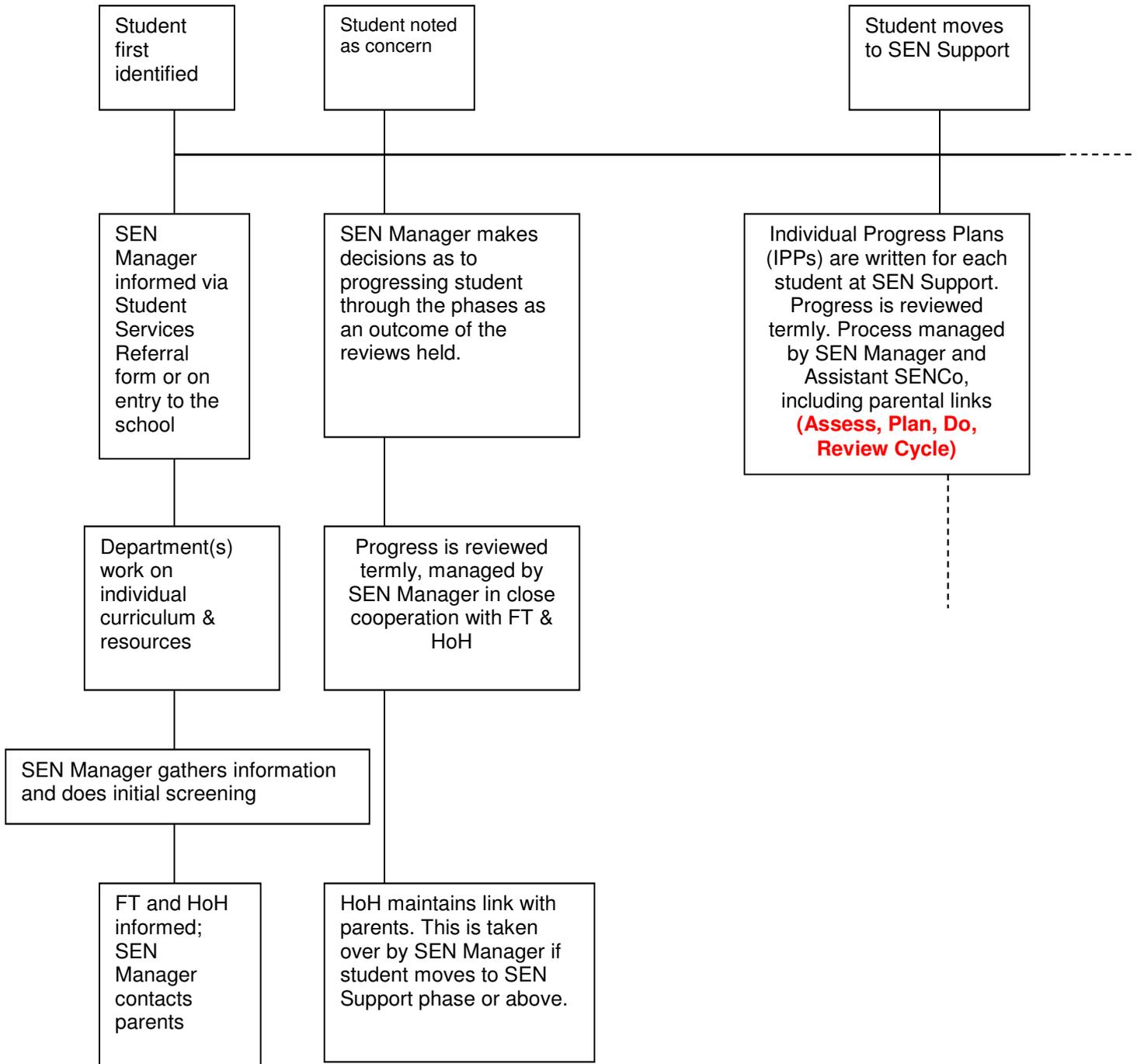


Notes

1. The above diagram makes no attempt to show the way in which FTs and House leaders are involved in the provision of full and comprehensive education for students with SEN, and with their welfare, nor the way in which these colleagues have significant roles in the reviewing, statutory or otherwise, of individual students' progress.
2. The role of Curriculum Leader is indicated in the diagram. It is essential that these key managers remain in close touch with all issues relating to policy and provision for SEN. Development of individual subject criteria and provision for SEN is the responsibility of curriculum teams, led by Curriculum Leaders.

Appendix D

The Review Cycle, intervention phase SEN Support



Notes

1. Prior to the SEN Support intervention phase curriculum teams and Classroom teachers are responsible for meeting the needs of the students, through sufficient differentiation etc. Students will remain noted as 'of concern' until *either* a routine review provides evidence of the student no longer requiring special support or resources in any area of the curriculum, *or* there is sufficient evidence that further investigation leading to further resources is required, in which case the student moves to SEN Support. This intervention phases is characterised (in the DfE Code) by the involvement of the SENCO. In our implementation the SEN Manager (and team) conduct management of the reviews.
2. Some students join the school having previously been identified, as follows:
 - (a) Y7 students joining from a partner school. Their names are added to the relevant phase of the list and they are accommodated within the cycle of routine reviews. It is quite common for students to move from SEN Support at transition following thorough assessment by the SEN Manager.
 - (b) Older students who transfer to the school sometimes need to be reviewed and possibly assessed rapidly because their documentation is incomplete and there is doubt as to whether the LA will accept previous evidence as grounds for adding the name to the register.
3. Students are involved in the review process, frequently completing a simple questionnaire for themselves.
4. Parental participation is built into the review process.
5. Reviews take place termly following whole school progress checks.

Appendix E

Withdrawal arrangements for statemented and other students

Statemented/EHC students

In line with legal requirements, such students will be withdrawn from their normal timetable for 60 minutes once, or, exceptionally, twice a week. This will be organised on a rolling programme in a 5-week cycle so that any particular lesson will be affected once every 5 weeks.

The programme will be published in advance and displayed in the staff rooms.

Students at SEN Support

Where appropriate these students will be withdrawn for one hour per week, following parental agreement or request.

The programme will be published in advance and displayed in the staff rooms.

Withdrawal curriculum

Identified targets for IPPs and the withdrawal activities themselves will be in line with NC Programmes of Study. Statements, however, often specify particular programmes which must take place on a one-to-one or small group basis.

Appendix F

(OFSTED School Inspection Handbook, 2015)

The OFSTED Handbook 2015 sets out guidance for inspectors to judge the overall effectiveness of a school based on key judgements on

- The behaviour and safety of pupils at the school
- The quality of teaching in the school
- The achievement of pupils in the school

Judgements will be made for all groups of learners including those with an SEN or disability.

The Handbook identifies the following guidance for inspectors in relation to making judgements on the achievement of pupils in the school:

The achievement of disabled pupils and those who have special educational needs

199. The achievement of disabled pupils and those who have special educational needs must be reported on, including any specialist resource provision managed by the governing body, in addition to the extent to which the education provided by the school meets their needs.

200. Inspectors should note that:

■ *pupils identified with special educational needs may or may not have a disability and disabled pupils may or may not be identified as having special educational needs*

■ *inspectors must not assume that levels of attainment in all special schools will be below those expected of pupils of a similar age nationally*

■ *it is not appropriate to evaluate achievement according to a pupil's type of disability or special educational need, or whether or not they have been identified as requiring school support or an education, health and care plan, as explained in the Code of Practice*

■ *levels of identification and definitions of need vary considerably within an area or from one area of the country to another.*

201. Inspectors need to take into account the proportion of pupils whose attainment is below that expected for their age and where these are related to cognitive difficulties. The judgement on these pupils' achievement should be based on an evaluation of their learning and progress relative to their starting points at particular ages, and any assessment measures held by the school. When reaching judgements in these schools, inspectors should consider the impact of these pupils on the school's overall attainments.

202. Schools may use a range of evaluation tools and evidence to judge whether pupils are making or exceeding the progress expected for their age and starting point. Inspectors must assure themselves that the methods used are robust and that the school's attainment data are accurate and reliable.

203. Where 'Progression 2010–11 is used to contribute to the school's analysis then the starting point for evaluation is that expected progress is the median level for pupils' age and starting point. It is expected that schools will use national data and RAISEonline for pupils whose attainment can be assessed within national assessment arrangements.

204. As with all progress information, inspectors must be cautious when considering data relating to small groups of pupils. For example, it is important to distinguish between health-related issues and educational provision. Inspectors must also distinguish between pupils' success towards achieving aspirational targets set by the school and the expected progress for pupils at different ages and starting points.

205. Inspectors should also look at the way the school identifies pupils who have special educational needs. They should find out whether pupils have been identified as having special educational needs, when in fact their progress has been hampered by weak teaching.

206. Inspectors should:

■ note whether pupils who receive additional intervention are demonstrating accelerated or sustained progress – this would indicate whether the intervention is effective

■ evaluate the school's arrangements for ensuring the accuracy of its pupil performance data, as there is no statutory moderation of P scales.

Appendix G

Identification and Review

For students who have been identified as a cause for concern a student services referral should be made after a discussion with the CL.

Student Services Referral form (Intranet – Inclusion data)

- This must be used by subject teachers in respect of any student about whom they have a concern who is not on the SEN register after a discussion with the CL. The form is passed to SEN Manager who will follow the matter up.
- A copy is kept by the teacher/department as the beginning of the student's subject SEN record. Either this copy or a fresh version of the form will be useful if and when the student moves onto the SEN register and SEN Subject review needs completing (see below)
- The form may also be useful on any subsequent occasion when a review is called for (and form SEN Subject review has to be completed);

Once on the SEN register at SEN Support the student's progress is reviewed termly. This is done using Progress Check data entered by subject staff in relation to expected progress for that student (transition matrices).

Form SEN Summary - IPP

- This is completed by the person managing the review, usually the Assistant SENCo or SEN Manager.
- Copies of the completed document will be made readily available through the IPP button on the school network for all staff.
- A copy is also sent to parents with a return slip inviting comments.

Meeting the Annual Review Process – For those Students with a Statement of Special Ed. Needs or Education, Health and Care Plan

The Legal Requirement

The Children and Families Act (2014) places responsibilities on the LA for the identification and the EHC needs assessment of students who require Education Health Care Plans, for the drawing up of EHC Plans, arranging provision and the annual review of those plans. The annual review is subject to regulations. The LA must review an EHC Plan on an annual basis; they have the power to do so at any time, but should firstly secure the agreement of the parent and the school.

We are currently in a transition phase where students that are currently subject to a statement of SEN will move on to an EHC Plan as part of a 3 year rolling programme. Students with either a statement or EHC plan, will however be subject to a yearly Annual Review.

The Aims

1. To make sure that at least once a year the parents, pupil, the LA, the school and all the professionals involved monitor and evaluate the continued effectiveness and relevance of the provision set out in the statement or EHC Plan.

2. To assess the student's progress towards meeting the targets or outcomes agreed when the statement or EHC Plan was made, in the case of the first annual review, and the targets set in others.
3. To review special provision made for the student e.g. National Curriculum levels, assessment and recording arrangements.
4. To consider the appropriateness of the statement or EHC Plan in the light of the student's performance during the previous year, additional needs, modifications exemptions, or whether to cease the statement.
5. To set new targets and desired outcomes for the following year.
6. To consider any changes occurring during the year.

Procedures to follow when undertaking an Annual Review.

Introduction

The general planning for the annual review will take place at the start of the educational year, when all persons who may be asked to participate will be sent details of the planned schedule and diary dates for the year ahead. The annual review will take the form of a meeting and will be arranged in the first instance by the school and subsequently for 14+ Transitional Reviews by the LA. Members who may be asked to input information are:-

Subject Teachers	Form Tutors
Ed. Psychologists	Head of House
Social Worker	Education Officer
Education Services	Medical Officer
Pupil	Youth and Family Support Officer
Parents	

Assistant Head of Student Services will :-

1. Initiate planning for the review documentation at least 2 months prior to the statement date.
2. Collect all the evidence of pupil progress and achievement from:-
 - School data
 - Subject teaching staff
 - Form tutors
 - Member of the appropriate House team
 - Support staff
 - Student
 - Parents
 - Education Services
3. Collate all the evidence to form one document, one month prior to the review, and include general comments and guidance as given by the LA.
4. Arrange the reviews to be attended by as few professionals as possible and kept on an informal basis to avoid the situation where parents and pupils are overwhelmed. However, a minimum for a review will generally be:-
 - Parents - who may bring a representative or a friend
 - Student - at the appropriate time where necessary.
 - Head of Student Services or representative to act as chair person and take notes.
 - External agencies and services e.g. Ed. Psych. Or Visually Impaired Service.
 - Youth and Family Support Services - at the Transitional Annual Review.

- Social Service - as above
 - Medical Officer if necessary
5. Encourage the parents and, where appropriate other professionals to contribute.
 6. The SEN Manager or representative will take brief notes to be typed up at a later date as the formal report.
 7. Arrange for meetings to be held in an appropriate area.
 8. Send a final copy of the agreed information to the LA.

Procedure at Annual Reviews

- Welcome and introduction
- Describe the review process to those present.
- Check vital information as recorded is up to date. E.g. Name, Address, Tel. No.
- Review the aims of the previous review and check that the recommendations have been carried out to the expectations of the student and parents. Any changes to provision should be noted.
- Go through the school progress report and those of other professional advisors.
- Establish aims and targets until the next review process.
- Seek agreement on provision that is acceptable to the student and parents in the view of professionals' advice.
- Any other business

Targets

Please make the targets precise and intelligible to the student. The ideal is a target which can go into his/her planner and which they will not only be clear about, but they will know when they have achieved it. Targets should have clear outcomes.

For example: "sit still and work quietly for periods of five minutes at least twice during each lesson" is much clearer than "improve behaviour".

The acronym **SimpleMeasurableAchievableRelevantTimed** may or may not be helpful!

Individual Progress Plans (IPPs)

A particular outcome of the annual review is the preparation or updating of the IPP. Copies of this are made readily available through the IPP button on the school network.

The IPP is reviewed, and updated or amended where appropriate, by the SEN Manager on a regular basis, in particular following the termly progress checks. This interim process may involve informal discussion with CTs, student or parent as necessary but does not involve a formal paper-based review.

LA criteria, indicators and recommended tests

When assessing and reviewing students on the SEN list the SEN Manager uses recognised standardised tests.

The LA specifies particular screening tests which should be used to support the inclusion of a student on the SEN list. The following extracts are taken from current guidelines.

1. Use of indicators

The indicators do not replace the existing screening procedures which schools use. The aim of the agreed test is to validate internal arrangements against a county-wide bench-mark. It is

recognised and needs to be emphasised that teacher assessment is regarded as crucial. Indeed a student can be included on the register without meeting the test criteria provided there are good reasons for doing so. Clearly the school must have documented evidence to support such an inclusion, particularly when a student might not meet the criteria.

2. SEN Indicators

- Only those students whom teachers suspect of having special educational needs should be tested. NC assessment (and other indicators) will also provide the basis for teachers' judgements.
- Normally students who score a quotient of 85 or under in tests for their age group would become entries on the SEN list at SEN Support. However, teachers, using their professional judgement, may wish to include on the register some students scoring higher than 85 on the tests. Students above 85 who are failing to make progress may require short term input from the Student Services Team and therefore be placed on the SEN list.

3. Recommended tests

Key stage 3:

Reading:	Group Reading test 9-14	NFER-Nelson
Maths:	Y2 Maths test (Young's)	Hodder & Stoughton
Spelling:	Graded Word Spelling (Vernon & Miller)	Hodder & Stoughton

Key stage 4:

The above tests can be used but much can be gained from NC assessments

Appendix H

Issues and procedures relating external and formal internal examinations

Roles and responsibilities

- It is the responsibility of the subject teacher, to ensure that each student receives the particular "special arrangements" to which they are entitled.
- The SS core team will supply a list of those students in KS3 (particularly Y9) and KS4 to whom the entitlement to special arrangements may apply.
- At KS3, the SEN Manager will liaise with Examinations Officer in the formal application (to the LA) for special arrangements.
- At KS4, application to examination boards is the responsibility of the Examinations Officer with whom the SEN Manager and subject teachers should liaise.
- For external examination timetabling issues (additional time, separate room, amanuenses, etc.), the Examinations Officer, liaises with the SS core team as appropriate.

Special arrangements available

- Extra time, typically 25%
- Separate rooming (for a variety of reasons)
- Individual support (physical, amanuensis, reader, transcript etc)
- Specific equipment (laptops, enlarged papers etc)

Entitlement

At KS3, students with a statement of SEN qualify readily for a range of special arrangements appropriate to their need, and in line with the normal provision made for them. Students who do not have a statement can be granted special arrangements on application to the LA. These are not readily given, and depend crucially on us being able to show that we make particular special provision for these students in their normal timetable.

At KS4, the granting of special arrangements depends again on being able to show that we make particular special provision for these students in their normal timetable.

The school will collect evidence that a student who is entitled to special arrangements would in fact be disadvantaged if not given them. It should be noted that some students are disadvantaged when given the concession!

Formal internal examinations

It is essential that requests are made by subject departments in line with those they will be making via the Examinations Officer for externals. When the exam time-tabler collects data in advance of planning internal exams, she will request information about any special arrangements required.

Information to parents and students

Parents are kept informed and continually updated as to the special arrangements that the student is entitled to. This is achieved via the IPP and a letter confirming the arrangements for KS3 and KS4 tests.

The student is also kept updated and receives a sheet detailing what arrangements have been put in place for them prior to each series of tests.

Consultation and negotiation with both parents and students ensures that the arrangements meet the students specific needs and that they are in agreement.

All departments receive updated lists on a regular basis.

Appendix I:

List of abbreviations found in this handbook

AHT	Assistant Headteacher
AT	Attainment Target (of a National Curriculum subject)
AWPU	Age-weighted Pupil Unit
CL	Curriculum Leader
CT	Class teacher (synonymous with subject teacher in this handbook)
DfE	Department for Education
DOB	Date of birth
Ed Psych	Educational Psychologist
EHC Plan	Education, Health and Care Plan
ERNAP	East Riding North Area Partnership
ERYC	East Riding of Yorkshire Council
FE	Further Education (i.e. non-school, post 16)
FT	Form Tutor
GCSE	General Certificate of Secondary Education
HoH	Head of House
ICT	Information Communication Technology
IPP	Individual Progress Plan
KS	Key Stage (of the National Curriculum)
LA	Local Authority
LSB	Learning Support Base
LS	Learning Support (not Lower School)
NC	National Curriculum
NFER	National Foundation for Educational Research
OFSTED	Office for Standards in Education
SEN	Special educational need
SEN Support	SEN Support Intervention Phase
SENCO	Special Educational Needs Coordinator
SS	Student Services
TA	Teaching Assistant
WSC	Whole School coordinator for inclusion (departmental rep)