



# SEND INFORMATION REPORT

Maltby Lilly Hall Academy

2023-2024

## 1. THE KINDS OF SPECIAL EDUCATIONAL NEEDS FOR WHICH PROVISION IS MADE AT THE SCHOOL.

The Academy, in line with the SEN Code of Practice, currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction needs, for example, autistic spectrum disorder and speech & language difficulties
- Cognition and learning difficulties, for example, dyslexia, dyspraxia and moderate learning difficulties
- Social, emotional and mental health needs, for example, attention deficit hyperactivity disorder (ADHD), anxiety
- Sensory and/or physical needs, for example, visual impairment and hearing impairment

Maltby Lilly Hall Academy is a mainstream setting. The Academy aims :-

*"To have high expectations for all children, whatever their need; to be committed to promoting, achieving and maintaining high standards in all three key stages; to help all our children develop into self-confident young people who are articulate, literate and numerate, who have self-respect, respect for others and the ability to interact socially; who are enterprising, adaptable and have initiative; who have enquiring minds and a sense of curiosity and who are interested and highly motivated."*

Special education provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality personalised teaching and learning in the classroom

It may take the form of additional SEND support from within the setting or require the involvement of specialist staff or support services from outside the setting.

As part of using its 'best endeavours', the Academy have arrangements in place to identify the need for and secure such provision, whether through expertise and resources available within the Academy or by drawing support from outside services.

The Governing Body of Maltby Lilly Hall Academy has an agreed admissions criteria and any children with special educational needs or disability (either with or without an Educational Health Care Plan) will be considered for entry to the Academy as part of the normal admissions criteria. (i.e. a child who meets the Academy's admission criteria will not be refused entry or discriminated against on the grounds of their special educational need, where that need can be met in a mainstream school\*).

The academy building has no impediments internally to the movement of physically disabled children. There are disabled toilet facilities in school and all doors are wide enough for wheelchair access.

\*Equality Act 2010

## 2. POLICY FOR IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Prior to any child with special educational needs or disability being admitted into the Academy, close links are established with parents, nursery/pre-school staff and any outside agencies involved in supporting the child. This will help the Academy to establish specific need and ensure that the appropriate support and planning is available.

The SEND Leader is made aware of any pupils with Special Education Needs or disability by the child's class teacher and/or parent and will then help to identify need and investigate appropriate levels of support intervention and differentiation.

SEND DEPARTMENT

The SEND department facilitates and coordinates the whole Academy approach to special educational needs. The SEND team includes the SEND Leader, the Pastoral Lead and the Associate Professionals working in partnership with the classroom teachers.

### **SEND Co-ordinator**

Mrs J Wildin is the named SEND Leader. (info@maltbylillyhallacademy.com)

The key responsibilities of the SENDCO include:

- Coordinate provision for children with SEN in liaison with the classroom teacher
- Advise on a graduated approach to providing SEN support
- Advise on the deployment of the schools delegated budget and other resources to meet pupils' needs effectively
- Liaise with external agencies
- Liase with parents
- Liaise with transitional providers
- SEND administration duties – ensuring the SEND register is up to date
- Work with the Principal and Governors to ensure that the Academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

## IDENTIFICATION AND ASSESSMENT

The identification of SEND pupils is part of the Academy monitoring of progress strategy.

- Levels of attainment are measured on entry.
- Levels of progress are monitored and reviewed at regular intervals
- Where pupils are falling behind or making inadequate progress, work will be differentiated to meet individual needs.
- At this stage teachers may suspect a student has SEND needs. The pupil's response to early differentiation can help identify their particular needs
- Where a pupil continues to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, working with the SEND Leader should assess if the child has a significant learning difficulty. Where this is the case further intervention is planned, both from within the Academy and through external agency assessments and interventions.

Concerns may also be expressed by the support teacher or another teacher in the Academy. Parents may have noticed something about their child's behaviour, development or performance that has not been apparent in school or by another professional such as a Doctor, or a Health or Social Worker.

## 3. THE SCHOOLS POLICIES FOR MAKING PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

As plans are reviewed, the need for, and availability of, staff with specialist training should be considered. Retraining needs and timelines should be built into the planning process.

### A. HOW THE SCHOOL EVALUATES THE EFFECTIVENESS OF ITS PROVISION FOR SUCH PUPILS

Progress continues to be measured and recorded to measure impact of differentiation and interventions by the class teacher, SEND department and Governors including:

- Measurement against starting point
- Measurement against previous rates of progress
- The attainment gap between the student and their peers

Termly pupil progress meetings and intervention trackers assist this process.

## B. THE SCHOOL'S ARRANGEMENTS FOR ASSESSING AND REVIEWING THE PROGRESS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Following identification and initial strategies of differentiation if progress is still of a concern, it will be necessary to:

- Discuss this with the child's parents or carers and collect relevant information
- The SEND Leader to register the child's special educational need
- If necessary, the SENDCO, SEND Administration Lead, class teacher and parent /carer discuss what support can be given outside the classroom to help the child with their learning barrier. This might be something specific to the child in the form of an Individual Education Plan (IEP), SEN support plan or as part of one of the interventions operating in school, eg. Early Literacy Intervention plus specific homework.
- Progress is monitored regularly and termly review meetings are held at parent's evenings.
- A review meeting considers the progress made by the child, the effectiveness of any extra support received and an agreement on what needs to happen next.

### **Use of data and record keeping:**

- Provision made for pupils with SEND is accurately recorded and kept up to date on the IEPs and provision map. This will form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. They should ensure that they have accurate information to evidence the SEND support that has been provided over the pupil's time in the Academy, as well as its impact.
- Recording information on the provision map enables the SEND Leader to maintain an overview of the collective programmes of individual pupils and provides a basis for monitoring the levels of intervention and assessing their impact on progress.
- The SEND Leader will track and monitor SEND pupils' progress and data using the school data system.

## C. THE SCHOOL'S APPROACH TO TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Whole Academy Policy

- To provide for pupils with SEN, through access to a broad and balanced curriculum that is differentiated/ supported to meet individual needs.
- To provide additional intervention and support for SEN pupils from within the Academy and through external agency assessments and interventions.
- To ensure all pupils make appropriate levels of progress

## D. HOW THE SCHOOL ADAPTS THE CURRICULUM AND LEARNING ENVIRONMENT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The academy will make reasonable adjustments to meet a range of Special Educational Needs and Disabilities within its mainstream setting. Learning is personally planned including group and individual adaptations to the curriculum.

## E. ADDITIONAL SUPPORT FOR LEARNING THAT IS AVAILABLE TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS

### **Differentiation**

- Class teachers are responsible for differentiating to meet the needs of all the pupils in their classroom using appropriate resources, including the allocation of the Associate Professionals.
- Class teachers should set high expectations for every student including challenging targets
- Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.

### **Associate Professional Support**

In addition to quality first teaching and a differentiated approach, pupils with SEND may also require extra support for their learning needs from an Associate Professional (AP) in the classroom. The general objectives of in class support are:

- AP is actively and pro-actively involved in the lesson
- AP adjusts activities according to student response, to ensure differentiation and challenge
- AP monitors student response to learning activities and feeds back to teacher
- AP shows specific subject knowledge through use of questioning
- AP promotes positive climate to learning and establishes positive working relationships
- AP promotes and encourages independent learning
- AP has a good working knowledge of SEND learning barriers and targets support appropriately

There will also be circumstances when individual or small groups of pupils will need to be withdrawn from their mainstream lesson to access specific interventions. Such provision will be discussed with parents/carers at review meetings.

#### F. HOW THE SCHOOL ENABLES PUPILS WITH SPECIAL EDUCATIONAL NEEDS TO ENGAGE IN THE ACTIVITIES OF THE SCHOOL IN ADDITION TO THOSE AVAILABLE IN ACCORDANCE WITH THE CURRICULUM:

The academy will make reasonable adjustments to enable all pupils to access all school activities. This may include for example allocation of a 1-1 support worker and/or permission for a parent/carer to attend a school trip.

Pupils at the academy with medical conditions are properly supported so that they have full access to their education. This includes consultation with health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported. A child will not be excluded from full-time education because of a medical condition, although health and safety elements, staffing, or the finalisation of risk assessments will need to be in place first.

#### G. SUPPORT THAT IS AVAILABLE FOR IMPROVING THE EMOTIONAL, MENTAL AND SOCIAL DEVELOPMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

##### **The Educational Psychologist (EPS):**

Rotherham Educational Psychology Service

Educational Psychologists are specialists in learning, behaviour and child development. They work directly with pupils and also give expert advice to parents, carers and teachers. Within the Academy the educational psychologist service provides a wide range of services including advice on teaching and learning, counselling, staff training, behaviour management and practical evidence based interventions. They will provide advice and contribute to the EHC plans.

##### **Specialist Inclusion Team (SIT):**

(Sarah Phillips: [sarah-siteam.phillips@rotherham.gov.uk](mailto:sarah-siteam.phillips@rotherham.gov.uk))

The LSS teacher visits school regularly. She will observe identified pupils in class and when working with the AP. She makes regular assessments of the children's progress, academic level and social interaction which helps to inform future IEPs and reviews.

The LSS teacher liaises with the class teacher and also provides resources and ideas for the AP to use with the children. At our request and with parental consent, she will observe any children for whom we have concerns. She is a regular point of contact for advice on any SEND matters.

##### **Traded Speech and Language Therapy Service (SALT):**

Emmie Gelder: [Emmie.gelder@nhs.net](mailto:Emmie.gelder@nhs.net)

The Academy purchases additional SALT support through the Traded NHS Service. This provides additional intervention and advice to the universal NHS offer.

## **MAST support:**

(Natalie Braithwaite: [nbraithwaite@maltbyacademy.com](mailto:nbraithwaite@maltbyacademy.com))

The school accesses a counselling service provided by Rotherham MAST.

## **Pastoral support: (Thrive Practitioner)**

Ashlea Hood: [ahood@maltbylillyhallacademy.com](mailto:ahood@maltbylillyhallacademy.com)

The school employs a Pastoral and Thrive practitioner who offers enrichment support and runs personalised pastoral programmes. In addition staff are involved with the day to day support and run pastoral programmes which are monitored and reviewed regularly.

## **Other SEN agencies including CDC, SALT and CAMHS**

Referrals around for specific learning difficulties are done so with parental permission. The service will come and complete an assessment and observation with the student and then write a report. After discussing the report with the parent, teacher and SENDCO a package of support will be implemented if necessary with measurable outcomes.

CDC: Kate Storer, Specialist Teacher Learning Support Service: [kate.storer@rotherham.gov.uk](mailto:kate.storer@rotherham.gov.uk)

SALT: Speech & Language Therapy Dept - 01709 423230/423229

SEMH: Social, Emotional and Mental Health – Aspire Outreach Service

CAMHS 01709 304808

Aspire Outreach: [office@rotherhamaspire.org](mailto:office@rotherhamaspire.org)

With Me In Mind: 01709 304808

## **4. SEND COORDINATOR:**

Julie Wildin – [info@maltbylillyhallacademy.com](mailto:info@maltbylillyhallacademy.com)

## **5. EXPERTISE AND TRAINING OF STAFF**

### Professional Learning and Development

Professional development and training has been developed to encourage all staff (teaching and non-teaching) to develop their understanding of special educational needs.

Teaching staff are encouraged to:

- Develop their understanding of special needs and the educational, social and personal implications for a pupil.
- Develop their teaching expertise in providing for pupils with learning barriers.
- Develop a secure knowledge of differentiation to provide high quality teaching and learning for all pupils.
- Keep up with any new initiatives, procedures and legislation in the area of SEND.
- As the Academy continues to develop the use of Associate Professionals, we are also aware of the need for them to benefit from the in-service training and for teaching staff to be trained in the best ways of utilising associate professionals as an important resource to the Academy.
- All teachers and APs who are required to meet specific need will receive specific training through LA or external courses as appropriate.
- Generic SEND training is planned into the whole school CPD programme and delivered through staff meetings and INSET days by SENDCO or external providers – this includes Governor training.
- SEND Leader has completed the mandatory PGCertSEN award
- SEND Leader attends regular SEND network meeting within the trust and the wider authority.

## Securing of Specialist Services/Support at Maltby Lilly Hall Academy

Need	Condition	Universal Intervention	Additional School Support (no EHC plan)	With EHC plan
<b>Communication and Interaction Needs</b>	Autistic Spectrum Condition	<p>Training provided for all staff from Hilltop re generic strategies that can be integrated into the classroom teaching and learning to benefit autistic pupils re structure, language, conceptual understanding eg visual/kinaesthetic supports and strategies</p> <p>Advice and training provided by the Traded SALT service that is bought into the Academy to ensure that we are a communication friendly setting.</p>	<p>Liaison with Hilltop School staff re strategies to aid learning in the classroom;</p> <p>SALT/CDC/CAMHS referrals with Keyworker and strategy support;</p> <p>Family support and networks sought if necessary to support parents.</p> <p>Possible interventions: Anger Management</p> <p>Pupil Voice</p> <p>Sensory questionnaire, morning gym.</p> <p>Advice and intervention from the Traded SALT bought in as an additional resource to the Academy.</p>	As additional school support but with additional adult support and interventions if / when necessary.
	Speech, Language and Communication Needs	<p>Implementation of practical strategies by teacher integrated into the classroom teaching and learning to benefit pupils with speech and language difficulties. In Foundation Stage and KS 1 provision in place as supported by NHS SALT therapist for understanding of language.</p> <p>Advice and training by the Traded SALT service that is bought into the Academy to ensure we are a communication friendly setting.</p>	<p>SALT/CDC referrals with Keyworker and strategy support.</p> <p>Implementation of practical interventions by TA in school as recommended by SALT</p> <p>Advice, support and intervention delivered by the Traded SALT bought in as an additional resource to the Academy</p>	As additional school support with extra family and parental support as necessary
<b>Cognition and Learning Needs</b>	Moderate Learning Needs	<p>Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with moderate learning difficulties supported by class AP as an additional resource.</p> <p>Eg – visual and kinaesthetic learning techniques and overlearning - adapted visual aids, modelling; differentiated delivery - simplified language, slower pace, writing frames, structured sentences</p>	<p>SIT and EPS referrals with Keyworker and strategy support;</p> <p>Implementation of practical interventions by AP in school as recommended by SIT and EPS;</p> <p>Specific and bespoke TA interventions used and measured as part of IEP provision</p> <p>Eg: Beat Dyslexia/MSL programme followed</p>	As additional school support with but with additional adult support and interventions if /when necessary. Extra family and parental support as necessary

	<p>Specific Learning Difficulties</p>	<p>Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with specific learning difficulties supported by class AP as an additional resource.</p>	<p>SIT and EPS referrals with Keyworker and strategy support;</p> <p>Implementation of practical interventions by AP in school as recommended by SIT and EPS;</p> <p>Specific and bespoke AP interventions used and measured as part of IEP provision</p> <p>Eg PAT programme, Clicker, Write from the Start, numicon, 1<sup>st</sup> Class@number etc</p>	<p>As additional school support with but with additional adult support and interventions if /when necessary. Extra family and parental support as necessary</p>
<p><b>Social, Emotional and Mental Health Needs</b></p>	<p>Social Needs</p>	<p>All pupils can be referred to the inclusion team/safeguarding officer if there are concerns about their social needs who will provide pastoral support, interventions and liaise with parents</p>	<p>If the pastoral /safeguarding officer continues to be concerned a referral will be made to Early Help/ social care. School will attend subsequent core group meetings as appropriate implementing support strategies in school. Staff will be supported in this process by the SEND Leader and Principal as appropriate</p>	<p>As additional school support with but with additional adult support and interventions if /when necessary. Extra family and parental support as necessary</p>
	<p>Emotional Needs</p>	<p>All pupils can be referred to the inclusion team/safeguarding officer if there are concerns about their emotional needs who will provide pastoral support, interventions and liaise with parents</p>	<p>If the pastoral /safeguarding officer continues to be concerned a referral will be made to the Thrive Practitioner, Aspire Outreach, Rotherham MAST, SEMH and/or EPS and they or the SENDCO will attend subsequent meetings as appropriate implementing support strategies in school in liaison with the class teacher.</p>	<p>As additional school support with but with 1-1 AP support and interventions if /when necessary and extra family and parental support as necessary</p>
	<p>Mental Health Needs</p>	<p>All pupils can be referred to pastoral AP/safeguarding officer if there are concerns about their mental health needs who will provide pastoral support, interventions and liaise with parents</p>	<p>If the inclusion team/ safeguarding officer continues to be concerned a referral will be made to the Thrive Practitioner, With Me In Mind, Rotherham MAST, SEMH and/or EPS. The Principal or the SEND Leader will attend subsequent meetings as appropriate implementing support strategies in school in liaison with the class teachers.</p>	<p>As additional school support with but with additional adult support and interventions if /when necessary. Extra family and parental support as necessary</p>
<p><b>Sensory and Physical Needs</b></p>	<p>Hearing Impairment Needs</p>	<p>Implementation of practical strategies/ differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with Hearing Impairment Needs supported by class</p>	<p>HI service/CDC referrals with Keyworker and strategy support;</p> <p>Implementation of practical interventions by AP in school as recommended by HI service</p>	<p>As additional school support with but with additional adult support 1-1 and interventions if /when necessary. Extra family and parental support as necessary</p>



		AP as an additional resource.		
	Visual Impairment Needs	Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with Visual Impairment Needs supported by class AP as an additional resource.	VI/CDC service referrals with Keyworker and strategy support;  Implementation of practical interventions by AP in school as recommended by VI service	As additional school support with but with additional adult support and interventions if /when necessary. Extra family and parental support as necessary
	Multi-Sensory Impairment Needs	Implementation of practical strategies/differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with Multi-Sensory Impairment Needs supported by class AP as an additional resource.	CDC referrals with Keyworker and strategy support;  Maltby Academy transition support from specialist AP.	As additional school support with but with additional adult support and interventions if /when necessary and extra family and parental support as necessary
<b>Physical and Medical Needs</b>	Physical Needs	Implementation of practical strategies/ differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with Physical Needs supported by class AP as an additional resource.	Liaison with Health Visitor, CDC, physio, OT service, school nurse and/or Disability Officer re strategies to aid learning in the classroom and around school	As additional school support with but with 1-1 AP support and interventions if /when necessary and extra family and parental support as necessary
	Medical Needs	Implementation of practical strategies/ differentiation by teacher integrated into the classroom teaching and learning to benefit pupils with Medical Needs supported by class AP as an additional resource.	Liaison with Health Visitor, CDC, OT service, school nurse, Epilepsy Nurse and/or Disability Officer re strategies to aid learning in the classroom and around school	As additional school support with but with additional adult support and interventions if /when necessary. Extra family and parental support as necessary

## 6. EQUIPMENT AND FACILITIES

The academy will make reasonable adjustments to meet a range of special educational needs within its mainstream setting by adapting its equipment and facilities, as necessary.

The academy building has no impediments internally to the movement of physically disabled children. There are accessibility toilet facilities in the academy and all doors are wide enough for easy wheelchair access.

## 7. WORKING IN PARTNERSHIP WITH PARENTS

### Objectives

- To ensure that the Academy takes account the wishes, feelings and knowledge of parents when making assessments and planning actions to meet their children's special needs.
- To encourage parents to recognise that they have responsibilities towards their children, and that the most effective provision will be made when they work in partnership with the Academy and other agencies to meet their children's special needs.

Parents of pupils with special needs will be given the same general information and chances to share in their children's progress as all parents. In addition to this, parents of pupils with special needs may require and expect information in the following:

- The Academy SEND policy
- The SEND support available from both the Academy and the LA
- The SEND assessment and decision making procedures
- Other services provided by the LA for Children in Need
- Local and national voluntary organisations which may provide advice and counselling
- The work of the parent partnership services

The Academy values highly a partnership with parents in obtaining the most effective provision for pupils with special needs. This partnership includes:

- The academy explaining to parents its concerns about their children's special needs and strategies that may be used to meet their needs
- The academy responding quickly to parental concerns about pupils special educational needs
- Parents responding quickly to the Academy's request for their involvement in meeting their children's special needs
- The Academy and parents having joint meetings with parents to set clear goals, discuss the support necessary, review progress and identify the responsibilities of the parent, the pupil and the school. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

## 8. ARRANGEMENTS FOR CONSULTING WITH PUPILS

The views of the child will be included. This could be through involving the child in all or part of the review meeting, or gathering their views as part of the preparation for the meeting. Following the meeting, the SENDCO will need to inform all the appropriate school staff of the outcomes and agreed targets, as well as updating the student's record as appropriate.

## 9. COMPLAINTS PROCEDURES

The academy encourages parents to voice any concerns that arise. We aim to solve issues swiftly and in person, with the aim of reaching a mutual agreement and understanding.

A parent's first point of contact should be the class teacher. There are three parent's evenings held throughout the year. However, the teaching staff are always happy to discuss children's progress and attainment at any given point in the year. Parents can also contact the school SEND Leader who would be happy to answer any questions or concerns you may have.

Parents who wish to make a complaint re SEND provision are strongly encouraged to speak to the Principal. If the issue cannot be resolved at this level or the complaint is about the Principal, the parent would be directed to the school's complaints procedure.

## 10. TRANSITION PROVISION

Transition from EYFS to KS1 and KS1 to KS2 are internal transitions within the school. Children are introduced to their new setting before the start of term so they are familiar with the changes. If necessary parents are involved in this process.

Teachers and the SEND team spend time sharing data, information, reviewing the IEPs and setting targets in advance of the new school year.

Transition from primary to secondary education follows the comprehensive secondary transition plan which includes:

- Exchange of achievement and predicted data
- Pen portrait of each student
- SEN review and exchange of information

- Transition programme of visits and experiences
- Additional SEND visits if necessary
- Parents evenings

## 11. LOCAL OFFER

[www.rotherhamsendlocaloffer.org](http://www.rotherhamsendlocaloffer.org)

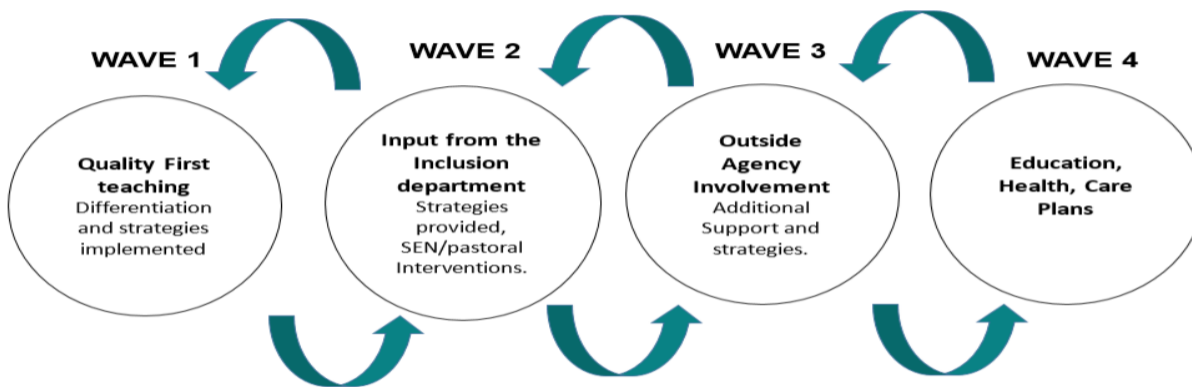
## 12. THE GOVERNING BODY

Regular reports are made to the Governing Body about the progress of children with Special Educational Needs and Disability. A member of the Governing Body, Sara Graham, is identified as having specific responsibilities for Special Needs and Disability and works closely with the SEND team.

## 13. MALTBY LILLY HALL ACADEMY SEND SINGLE CATEGORY SUPPORT

Once a potential special educational need is identified, the academy will take action to put effective support in place.

These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what supports the student in making good progress and securing good outcomes.



### WAVE 1

Before identifying a child as needing SEND support the class teacher, working with the SENDCO, should establish a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, as well as information from the school's core approach to pupil progress, attainment, and behaviour. They would be on the monitoring register.

### WAVE 2

This draws on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how a child is developing. The main areas of need that characterise pupils with SEND are set out at this assessment and should be regularly reviewed. This will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need. This will be recorded on an IEP.

### Plan

Where it is decided to provide a pupil with SEND Support, the parents must be notified. The teacher and the SENCO should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

### **Do**

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

### **Review**

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date.

The impact of the support provided, along with the views of the pupil and their parents, should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the IEP accordingly.

## WAVE 3

In addition to Wave 1 and 2 in some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where these professionals are not already working with school staff the SENDCO should contact them if the parents agree. It will need to be decided at this point if the student would qualify for an EHC plan and needs to be referred to SEND assessment team.

## WAVE 4

All students who receive an EHC plan are Wave 4.

**SEND Support Register (2022-2023 End):**

<b>Number of children at:</b>	<b>FS:</b>	<b>W2</b>	2	FS Total: 5
		<b>W3</b>	3	
	<b>KS1:</b>	<b>W2</b>	2	KS1 Total: 13
		<b>W3</b>	10	
		<b>W4</b>	1	
	<b>KS2:</b>	<b>W2</b>	24	KS2 Total: 33
		<b>W3</b>	8	
		<b>W4</b>	5	
	<b>Total in school:</b>	<b>W2</b>	<b>28</b>	<b>School Total: 55</b>
		<b>W3</b>	<b>21</b>	
<b>W4</b>		<b>6</b>		