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2023

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Last review date: 17th November 2022

Next review date: November 2023

Signed by: Mr J. Cassin.

A handwritten signature in black ink, appearing to read 'J. Cassin'.

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY



Saint John Henry
Newman Catholic College

LOVE ONE ANOTHER

FAITH IN OUR COMMUNITY

COURAGE TO DO THE RIGHT THING

VOCATION TO MAKE A POSITIVE CONTRIBUTION

SERVICE TO LOVE YOUR NEIGHBOUR AS YOURSELF

DIGNITY TO TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED

EXCELLENCE

“We strive to have the courage to celebrate
and live our Christian Faith,
in love and service to all others,
to achieve dignity and excellence”

We monitor the impact of all policies on students, staff, parent and governors with particular reference to the impact on the attainment and wellbeing of students.

As a Roman Catholic College we believe that our policy should reflect our mission statement, which calls us to love and honour the dignity of every individual.

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1. Vision

The Governors and staff of Newman RC College will endeavor to ensure that all pupils with SEND achieve their God given potential, are fully included within the college community, are provided with every opportunity to achieve, and make a successful transition to adulthood as confident and successful young people. The provision for pupils with SEND will be rooted in the college values of love, service, faith, courage, vocation, dignity, and excellence.

2. Aims

Our SEND policy and information report aims to:

- Set out how the college will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

3. Objectives

Our objectives reflect the principles of the Special Educational Needs and Disabilities Code of Practice 0-25 (1st September 2014): To provide the structure for a person-centered process that engages pupils, family, college, and other professionals in planning for and implementing high quality, needs led provision that is consistent across the college. This is to ensure that all our pupils can access the same opportunities for learning, participation and personal development thereby achieving academic progress, fulfilling their potential, and promoting their well-being.

- To enable pupils to have their needs met.
- To ensure the voice of the pupil and their family is placed at the heart of planning for provision through a person-centered approach.
- To ensure that all pupils with SEND are provided with a fully accessible curriculum through appropriate and relevant curriculum content, knowledge, sequencing, resources, and teaching pedagogies.
- To implement a graduated approach to meeting the needs of pupils using the 'Assess, Plan, Do, Review' process.
- To develop a culture of inclusion that prioritises high quality teaching for all pupils with effective differentiation that addresses need.
- To implement a collaborative approach to meeting need by effective liaison with all involved in the provision and care for pupils with SEND including pupils, families, college staff and other relevant professionals.
- To ensure that provision and practice is compliant with all relevant statutory provision and local authority guidance.
- To make efficient and effective use of all available resources to ensure the needs of pupils with SEND are fully met.
- To make relevant reasonable adjustments to policy, provision, and practice to ensure that pupils with SEND are not placed at a disadvantage in comparison to their peers.

4. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

5. Definitions

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

6. Admission Arrangements for pupils with SEND

If the school is named in an EHCP, the Governing Body has a duty to admit the child to the school. The duty to apply these arrangements rests with the Governors of the College. For pupils with SEND, without an EHCP, the college admissions criteria will be applied. A pupil's special educational need/s or disability will not be used as a reason not to admit a pupil to the college.

7. Roles and responsibilities

7.1 The SENCO

The designated college SENCO is Mrs Anna McDonald. Mrs Kate Diveney Assistant Headteacher Inclusion and Wellbeing is also a qualified SENCO.

The SENCO will:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the college's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, including the local authority and its support services.
- Liaise with primary and post 16 providers to ensure that pupils with SEND have an appropriately planned transition to and from the college.
- Work with the governors, headteacher and Assistant Headteacher Inclusion to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

7.2 The SEND Governor

The SEND Governor position is currently vacant.

The SEND governor will:

- Ensure that awareness of SEND issues is raised regularly at governing body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the college and update the governing body accordingly.

- Work with the headteacher, Assistant Headteacher Inclusion and SENCO to determine the strategic development of the SEND policy and provision in the college.

7.3 The Headteacher

The Headteacher will:

- Work with the SENCO, Assistant Headteacher Inclusion and SEND governor to determine the strategic development of the SEND policy and provision in the college.
- Have overall responsibility for the provision and progress of pupils with SEND and/or a disability.

7.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class including those with SEND, including where students may be withdrawn for Wave 2 and 3 provision.
- Making use of all available guidance, including the pupil profile, to plan for meeting the need/s of pupils with SEND in the classroom through high quality teaching and learning.
- Deploying any Learning Support Assistants (LSAs) effectively to ensure that pupils with SEND are appropriately supported within their lessons, including completing LSA deployment plans for all lessons supported by an LSA.
- Working with the SENCO to review each pupil's progress and development to inform SEND support and provision.
- Ensuring they follow this SEND policy.

8. SEN information report

8.1 The broad areas of SEND that are provided for

The college currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties

8.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers, subject leaders and senior leaders will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.

- Widens the attainment gap

This may include progress in areas other than attainment, for example, social, emotional, or mental health needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer for all pupils, or whether something different or additional is needed.

The college has a range of tools and strategies used to assess whether there is an indication that a pupil may have special educational needs. Any assessments made will be discussed and agreed with the pupil and family prior to them being undertaken.

It may be necessary to seek advice and/or assessment from an external agency such as Educational Psychology, QEST, Child and Adolescent Mental Health, Occupational Therapy, Speech and Language Therapy etc. External referrals will always require discussion and agreement with the pupil's parents or carers.

Assessments undertaken may or may not lead to a pupil being placed onto the Special Educational Needs register depending on their findings.

When considering whether a pupil has special educational needs any of the following indicators may be evident:

- Makes little or no progress even when teaching approaches are targeted specifically at a pupil's identified weakness.
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor progress and attainment across the curriculum.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite an appropriately differentiated curriculum or impedes the development of social relationships and causes a substantial barrier to learning.
- Has social, emotional, or mental health difficulties which substantially and regularly interfere with the pupil's learning or that of the class despite having a pastoral support plan.
- Has physical needs or impairments that require use of specialist equipment or regular advice or visits by a specialist service or agency.

Where, despite the college having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the pupil has not made expected progress, the college will, in discussion with parents, consider requesting statutory assessment of need with a view to determining whether an Education, Health and Care Plan is required.

8.3 Consulting and involving pupils and parents

In line with the Code of Practice 2014 the college adopts a person-centred approach to the planning of provision for pupils with SEND. The pupil's views and that of parents/carers is vital to the planning of SEND provision and they will be consulted at every stage of planning for SEND support in addition to the monitoring and evaluating the effectiveness of that support.

We endeavour to support parents/carers so that they can:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active part and valued role in planning for their child's education and support for SEND.
- Understand procedures and documentation.
- Make their views and opinions known about how their child should be supported.

- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

8.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Teaching and support staff will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress, attainment, and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress through the 'Assess, Plan, Do, Review' cycle.

When a pupil is making expected progress and it is no longer the case that they require any provision that is 'different from or additional to' that which is normally available as part of high-quality teaching, they will be no longer considered as having a special educational need. At this point, through discussion and agreement with the pupil and parents, the pupil will be removed from the SEND register.

8.5 Supporting pupils moving between phases and preparing for adulthood

The college recognizes that a change of school, placement or phase is an anxious time for pupils and their families. The college will ensure that these periods of change are carefully planned and managed to provide continuity of support, transfer of information and reassurance to pupils and their family. We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

The college implements an extended transition project for Year 6 where some pupils with SEND will spend one morning per week in college in the final weeks of the summer term prior to the beginning Year 7.

The college ensures full liaison with post 16 providers and where appropriate will organize supported transition visits for students to these providers.

8.6 Our approach to teaching pupils with SEND

All teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in

meeting the needs of pupils with SEND and this is supported by the Newman College 'Universal Offer' for teaching and learning. This will be differentiated for individual pupils through the 'know your learners' strand of the Universal Offer and according to the guidance provided by the SENCO and documented in the pupil profile document that is written for pupils on the SEND register. Where necessary and in cases of pupils with more complex needs, a SEND briefing session will be held for the SENCO to share information regarding needs of the pupils and appropriate teaching approaches and reasonable adjustments required to plan for their needs in the classroom.

8.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Nurture group provision for those students with cognition and learning needs and for whom an adapted curriculum is appropriate. English, Mathematics, Science, RE, History and Geography are delivered via the nurture group provision. All other subjects are delivered through mainstream curriculum groupings with a differentiated curriculum and supported by Learning Support Assistants.
- ASDAN Certificate of Personal Effectiveness qualification as an adapted option pathway at Key Stage 4.
- Dual entry for GCSE and alternative qualifications in Years 10 and 11 including:
 - Functional Skills Maths
 - Entry Level Certificate Science
 - Step Up to English (Entry Level)
- Differentiating our curriculum to ensure all students can access it, for example, by effective implementation of the Education Endowment Foundation principles of explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and use of technology.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Specialist equipment to support those with physical and sensory needs.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual clues and aids etc.
- Access arrangements for assessments including extra time, reader, scribe, and rest breaks.
- Changes to student movement routines at the start, at and between lessons.

8.8 Additional support for learning:

Pupils with more complex needs and those with an Education Health and Care Plan may access some of the provision and interventions below:

- Access to support from a Learning Support Assistant (LSA) in lessons. Teachers are required to complete an LSA deployment plan for all lessons supported by an LSA. This provides explicit instruction for LSAs as to how they must support the learning of targeted pupil with SEND in the lesson.
- One to one support from a Learning Support Assistant or High-Level Teaching Assistant to address specific areas of need through a planned intervention program delivered outside of lessons.
- Small group provision targeting specific areas of need e.g., Literacy, numeracy, speech, and language through planned programs delivered outside of lessons.
- Any provision or intervention as stated in a pupil's Education Health and Care Plan.

We work with a wide range of agencies to provide support for students with SEND. A list of agencies that we have worked with the in last academic year can be found in section 7.15.

8.9 Expertise and training of staff

The Assistant Headteacher (AHT) Inclusion and Wellbeing (Mrs Kate Diveney) provides strategic leadership of SEND. The AHT holds the National Award for SEN Co-ordination with Distinction.

The SENCO (Mrs Anna McDonald) has a wealth of leadership experience within secondary education and is currently working towards the National Award for SEN Co-ordination. In line with recommendations made within the SEND Code of Practice 2014, the SENCO has a reduced teaching commitment to provide sufficient quality time to the leadership and management of SEND provision within the college.

The SENCO is supported in the day-to-day management and co-ordination of SEND provision by the Learning Support Manager (Mr. Pete Collinge). The Learning Support Manager has 14 years' experience of supporting SEND pupils within

and beyond the classroom. The Learning Support Manager has also received local recognition for the positive work with parents in the local area achieving the 2017 'Passion for Parents Award' awarded by the Oldham SENDIAS (POINT: Parents of Oldham in Touch). The Learning Support Manager is a member of non-teaching support staff.

The college has 3 High Level Teaching Assistants with a wide range of educational training and expertise in supporting pupils with SEND, teaching, and learning. Two of the HLTAs are educated to degree level.

We have 27 Learning Support Assistants, 1 SEND Learning Mentor, 1 Emotional Health and 1 Inclusion Keyworker who are trained to support a wide range of SEND needs within and beyond the classroom. All staff have appropriate qualifications to enable them to support students for all ages and abilities and receive regular ongoing training to enable them to deliver interventions that address a variety of needs.

The college has one specialist assessor who has completed the Certificate of Competence in Educational Testing with Access Arrangements.

In the last academic year, staff have been trained in the following:

- SEND friendly pedagogy
- Trauma informed approaches
- Education Endowment Foundation: 5 a day principle for improving SEND outcomes
- Examination access arrangements
- Supporting pupils with dyslexia
- Mental health awareness including the impact of COVID19 on the emotional wellbeing of young people
- Moving, handling and evacuation procedures
- Safeguarding including Keeping Children Safe in Education, Child Sexual Exploitation and Sexual Abuse.
- Effective Questioning
- Knowledge Retrieval
- Metacognition
- Dual coding
- Independent practice
- Low stakes quizzing
- Modelling and scaffolding
- Independent practice
- SEND Action Research

8.10 Securing equipment and facilities

The SEND department is based in a dedicated resource base called 'The Link' comprising of two classrooms, two staff offices and one very large open plan hub space. Within the LINK is a permanent sensory space available to support pupils to emotionally regulate at times when they may be overwhelmed. There is also a medical room with disabled toilet access and a fixed hoist located within the Pastoral Care Centre on the ground floor. The college is a fully accessible building with lift access to ensure accessibility to all areas of the building for students with physical disabilities. The college will ensure that equipment and resources that are essential to support needs are provided via SEND funding where practicable.

The college has a range of aids and equipment to support learning in specific curriculum areas such as technology, PE, and Science to ensure practical based subjects are fully accessible for all students.

The college works with several external agencies such as the Hearing and Visual Impairment Teams and Occupational Therapy to ensure specialist equipment is secured for any students who require it.

8.11 Reasonable Adjustments for students with a disability

The college seeks to ensure that disabled pupils and disabled applicants are not put at a substantial disadvantage by making reasonable adjustments:

1. To our policies, criteria, and practices (i.e., the way we do things); and
2. By providing auxiliary aids and services (i.e., additional support or assistance).

There is no standard definition of an auxiliary aid or service. Examples include:

- Pieces of equipment
- Technological and audio-visual aids
- Pencil grips, coloured overlays, fidget toys, writing slopes etc.

8.12 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Lesson drop-ins, learning walks and book looks.
- Individual pupil progress data and pupil outcomes.
- Progress data evaluated by subject area.
- Reviewing the impact of interventions on a regular basis including through the Assess, Plan, do review process.
- Pupil voice.
- Parent consultation.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Parental feedback.
- Holding annual reviews for pupils with Education Health Care (EHC) plans

8.13 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils may participate in all extra-curricular trips and visits arranged by the college. Pupils with complex needs and those with EHC Plans will be assigned a Learning Support Assistant to accompany them on the trip where necessary. Where necessary, individual risk assessments are undertaken to ensure all pupils can access the trip/visit. No pupils are ever excluded from taking part in these activities because of their SEND or disability.

8.14 Support for improving emotional and social development of SEND pupils

The college recognises that all students require support for their social and emotional development. This is provided for in the following ways:

- A graduated response to emotional health and mental wellbeing support via the IThrive at Newman model.
- PSHCE provision.
- Assemblies.
- Support provided through pastoral structures and systems.
- Additional small group and one to one support programs delivered in The Link.
- Access to pastoral and Emotional Health and Mental Wellbeing mentoring (one to one and small group).
- Referral to the Mental Health Support Team.
- Access to the confidential 'Here4U' email.
- A Restorative approach to resolving conflict through discussion which is embedded throughout the school.
- Access to planned activities and dedicated social spaces for pupils with SEND and vulnerable pupils at breaks and lunchtimes.
- Ensuring representation of SEND pupils in all student consultation activity.
- Relevant referrals to external agencies such as CAMHs, Educational Psychologist, Quality Effectiveness Support Team and TOGMIND.

8.15 Working with other agencies

The college works with a wide range of agencies to support pupils with SEND. The college has a service level of agreement with the Local Authority Quality and Effectiveness Support Team, a team of SEN Specialist Advisory

Teachers and the Educational Psychology Service. In the last 12 months the school has worked with the following external agencies in support of the progress, welfare and provision made for SEND students:

- Educational Psychology Service
- QEST
- Speech and Language Therapy
- Local Authority SEND team
- Visual Impairment team
- Hearing Impairment team
- Child and Adolescent Mental Health Service (CAMHs)
- Early Help
- Social Care
- The Virtual School (Manchester, Derby, and Oldham)
- Community Paediatrician Team
- Manchester Hospitals School and Home Teaching Service
- School Health Advisor
- Oldham Sixth Form College
- Oldham College
- Hollinwood Academy
- Hopwood Hall College
- The Manchester College
- Newbridge School
- Specialist Learning Centre
- Kingsland School
- Occupational Therapy
- Oldham Youth Service

8.16 Complaints about SEND provision

Complaints about SEND provision in the college should be made to the Mrs Kate Diveney (Assistant Headteacher Inclusion and Wellbeing) in the first instance who will arrange to meet with parents to discuss and hopefully resolve the complaint. If a complaint is not addressed to a parent's satisfaction a formal complaint will need to be made via the college complaints policy which is available on the college website.

The parents of pupils with a disability have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the college has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

8.17 Contact details of support services for parents of pupils with SEND

Parents are encouraged to seek help and advice from SENDIAS (SEND Information, Advice and Support at <https://www.point-send.co.uk/contact-oldham-sendiass> . This service can provide impartial and independent advice, support and information on special educational needs and disabilities.

8.18 Contact details for raising concerns

If a parent of a pupils with SEND has any concern relating to the provision made for their child in college, they should in the first instance contact one of the members of staff below:

Assistant Headteacher Inclusion and Wellbeing	Mrs Kate Diveney k.diveney@newmanrc.oldham.sch.uk
SENCO	Mrs Anna McDonald a.mcdonald@newmanrc.oldham.sch.uk

8.19 The local authority local offer

Our contribution to the local offer is:

Newman College is a secondary, voluntary aided school. Pupils are aged 11-16 of mixed gender. At Newman College we cultivate and celebrate our distinct Catholic nature through the promotion of 'Dignity and Excellence' for all members of our college family.

Newman College is committed to placing faith at its centre, radiating the Gospel values of love, service, courage, and reconciliation from the physical and spiritual heart of our learning community.

'I am a link in a chain, a bond of connection between persons.

At Newman College we celebrate collectively in our triumphs, and we are united in our trials.

Parents are also encouraged to visit the Oldham Council Website for details on their Local Offer. The Local Offer provides valuable information about different agencies, services and resources for children and young people with SEND and their families in addition to the college's resources and information.

Oldham's Local Offer can be accessed at

https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities. This link is also available on the college website.

9. Monitoring arrangements

This policy and information report will be reviewed by Mrs Kate Diveney annually. It may also be updated mid-year in response to changes in statutory legislation or advice.

It will be approved annually by the governing board.

10. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour for Learning
- Supporting pupils with medical conditions
- Child Protection & Safeguarding Policy

Name of policy:	Special Educational Needs and Disabilities (SEND) Policy & Information Report
Statutory/ Non Statutory status:	Statutory
Original or Adopted from:	Original
Policy Owner/ Responsibilities:	Miss H Scott/Mrs K Diveney
Approver(s) and Governors panel if applicable:	Behaviour, Safety and Wellbeing Committee
Original Policy date:	September 2021
Review timeline:	Annual
Version/Date:	November 17 th 2022
Brief summary of changes	<p>Added Section 6 'Admission Arrangements for pupils with SEND.</p> <p>Included the new college SENCO, Mrs A McDonald where appropriate.</p> <p>Section 7.1: References the 'Broad Areas of SEND' rather than 'kind' of SEND.</p> <p>Added greater detail to Section 7.4:</p> <p>Class Teachers</p> <ul style="list-style-type: none"> • Making use of all available guidance, including the pupil profile, to plan for meeting the need/s of pupils with SEND in the classroom through high quality teaching and learning. • Deploying any Learning Support Assistants (LSAs) effectively to ensure that pupils with SEND are appropriately supported within their lessons, including completing LSA deployment plans for all lessons supported by an LSA. <p>Section 8.2: CAMHS included as an additional external agency from whom advice is sought. Also added to section 8.15.</p> <p>Section 8.6: Refers to 'meeting the needs of pupils with SEND' rather than 'responding' to them and in addition notes the 'Reasonable Adjustments required to plan for their needs in the classroom.'</p> <p>Section 8.7:</p> <ul style="list-style-type: none"> • Science and RE have been added to the Nurture Group provision this year. • Differentiating our curriculum to ensure all students can access it, has had an updated example, <i>by effective implementation of the Education Endowment Foundation principles of explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and use of technology</i> following the SEND CPL Programme delivered from September 2021. <p>Section 8.8: Additional expectation in writing</p>

	<ul style="list-style-type: none"> Teachers are required to complete an LSA deployment plan for all lessons supported by an LSA. This provides explicit instruction for LSAs as to how they must support the learning of targeted pupil with SEND in the lesson. <p>Section 8.9: Updated staffing as follows:</p> <ul style="list-style-type: none"> We have 27 Learning Support Assistants, 1 SEND Learning Mentor, 1 Emotional Health and 1 Inclusion Keyworker who are trained to support a wide range of SEND needs within and beyond the classroom. Once specialist assessors have completed the Certificate of Competence in Educational Testing with Access Arrangements (previously 2) <p>Section 8.10: Now includes</p> <ul style="list-style-type: none"> Within the LINK is a permanent sensory space available to support pupils to emotionally regulate at times when they may be overwhelmed. <p>Section 8.12: Now includes:</p> <ul style="list-style-type: none"> Pupil voice. Parent consultation. <p>Section 10: Now includes the Child Protection & Safeguarding Policy.</p>
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