

SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND) POLICY



Westgate C.P.
School



| Version | Date | Author | Comments |
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1. Aims

Our SEND policy and information report aims to:

- Set out how our school 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

Our SEND policy and information report aims to:

- to identify and assess, as early as possible, the educational needs of children who may need support with regard to the equal opportunities policy
- to provide support to those children who have been identified with SEND at school
- to remain up to date regarding current developments in SEND literature and governmental papers
- to ensure that each child with SEND is enabled to gain fullest possible access to a broad and balanced curriculum including the National Curriculum and Early Learning goals
- to work in partnership with parents and keep them fully informed of their child's progress
- to work in close partnership with any other agencies that may be involved with the child
- to remove the barriers to learning for pupils with SEND
- to integrate all deaf pupils as fully as possible with their peers
- to ensure that deaf pupils become effective and autonomous communicators

Objectives

- to have regard to the fundamental principles of the SEND Code of Practice (2014).
- to ensure that our school policy is in line with the Suffolk County Council's Policy
- to identify all children exhibiting a special educational need or disability with the minimum of delay, liaising closely with parents and relevant agencies
- to adopt a whole school approach to ensure fullest participation possible, for all pupils, in all school activities
- to enable all staff to identify and structure both learning and classroom organisation to meet individual needs within the class
- to consider the needs of pupils with SEND when drawing up curriculum policies, schemes of work, documents and lesson plans
- to enable each class teacher to independently identify and structure, both learning and classroom organisation, to meet individual needs within the class
- to provide, a warm, caring environment where children will develop self-confidence and feel their work is valued
- to provide interventions with specific targeted approaches for children with significant needs in aspects of the curriculum specific to the child.
- to involve pupils in decision-making regarding provision aimed at meeting their SEND
- teachers to complete the SEND Pupil Passport and review them each term in consultation with school staff and parents

- to encourage the children to become active, independent learners by providing suitable individualised programmes and breaking down tasks into manageable steps
- to liaise closely with parents, to inform them about their child's progress and to provide support in order that they may contribute to teaching programmes for their child
- to call upon specialist advice from outside the school to inform the school's strategies to meet the child's special educational needs
- to attempt to establish the close co-operation of all agencies concerned and a multi-disciplinary approach to the resolution of issues
- to constantly monitor and review the effectiveness of the school policy and to update and amend when appropriate
- to produce a yearly information report showing SEND progress,
- to ensure that the governing body are fully aware of changes within SEND and liaise with the named Governor

2. 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 pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, the SEND co-ordinator (SENDCo) and the SEND information report

3. Definitions of Special Educational Needs and Disabilities

A child is described as having SEND if he or she is experiencing complex or severe difficulties in one or more of the following areas:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and physical.

A child has a Special Educational Need, which calls for special educational provision to be made, if the class teacher or SENDCo is able to highlight a significant amount of statements made within the Pupil Profile document (see appendix 1). Only one area needs to be significantly highlighted for the child to be considered to have SEND.

4. Roles and Responsibilities

The named Special Educational Needs Coordinator (SENDCo) in school is Mr Jason Jarvill.

All teachers are teachers of children with SEND. Teaching such children is therefore a whole school responsibility.

The Governing Body

- must ensure that necessary provision is made for pupils who have SEND
- must ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- must consult the LA and Governing Bodies of other schools, if necessary, in order to co-ordinate special educational provision
- must ensure that a pupil with SEND joins in the activities of the school as much as possible at the same time receiving the special educational provision relevant to their learning needs
- must have regard to the SEND Code of Practice (2014) when carrying out its SEND duties
- must ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- must, in co-operation with the Headteacher and SENDCo, establish the appropriate staffing and funding arrangements

The Governing Body has appointed one of its members to take a particular interest in and closely monitor the school's work on behalf of children with SEND and they work in close co-operation with the school's SENDCo.

The appointed Governor is Mrs Paula Davis

The Headteacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work including SEND provision, working closely with the SEND co-ordinator. Together with the school Governor with responsibility for SEND, they keep the Governing Body fully informed with regard to special needs issues.

Special Needs Co-ordinator

The SENDCo works closely with the Headteacher, SLT and fellow teachers. They are closely involved in the development of the SEND Policy and Provision to raise the achievement of pupils with SEND.

The SENDCo:

- has responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND, working closely with staff, parents and other agencies
- oversees the records of all pupils with SEND
- liaises with and advises colleagues
- manages the SEND learning support assistants
- contributes to the Continual Professional Development of staff
- liaises, when necessary, with parents of pupils with special educational needs
- liaises with external agencies including the LEA's support services, health and social care and voluntary bodies

Teachers

Teachers must educate all children with SEND and differentiate work appropriately to allow the child to progress at their level. They must oversee any intervention being offered by the SENDCo and taught by a Learning Support Assistant (LSA). These interventions must run parallel to class work to ensure the child is progressing at the optimum level. Teachers are involved in the development and updating of the school SEND policy and need to be fully aware of the procedures for identifying, assessing and making provision for pupils with special educational needs. It is their responsibility to identify pupils who require SEND intervention via the Pupil Profile document, and to inform the SENDCo who will check the data given and enter the child on the SEND register. The teacher is responsible for meeting the parent, informing them of the decision and engaging with both parent and child when filling out the Pupil Passport. (Appendix 2)

Learning Support Assistants

LSAs are able to run specific interventions for SEND children. They must assess at the beginning of the intervention and again at the end and report the results to both the class teacher and the SENDCo. Class teachers review children's progress, via the Pupil Passport, with parental involvement.

Class teachers are responsible for planning support and differentiation on a daily basis and managing the LSA working in their class.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school 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

Identification, Assessment, Provision and Review Admission Arrangements

Westgate School is an inclusive school and welcomes all pupils including those with special educational needs and the arrangement for their admission is in accordance with the LA Admissions Policy.

Facilities

We try to ensure that the school facilities are appropriate to meet the needs of all children. The school has a Hearing Impaired Unit. There is a specialist teacher on site, a number of specialist learning support assistants with signing qualifications

and support from a speech and language therapist. Pupils have access to the mainstream curriculum and where possible are fully integrated into the life of the school. There are sound field systems in the school hall, ICT suite and all classrooms. There are also interactive whiteboards in classrooms.

Allocation of Resources

Our school is resourced to respond to the diverse needs of individual pupils with SEND. All children within the school gain a certain amount of funding via the LEA and for SEND children this can be 'topped up' via High Needs Funding, the submission for which, takes place each term. It is based on an assessment of pupils with significant special educational needs from Reception up to Year 6.

The school budget is used to provide SEND school provision, for Key Stages 1 and 2 who have been identified as having special educational needs, including staffing. This includes pupils with statements of SEND/EHC plans but does not include hearing impaired pupils as the unit receives separate funding. The Headteacher, SENDCo and the Governing body ensure the effective use of funds.

Identification and Assessment

At Westgate School we acknowledge that the early identification and assessment of children exhibiting special needs is vital. Identification will probably begin with the class teacher and should include:

- information from liaison with nursery schools, play groups or other schools
- continual monitoring of a child's progress with regards to the EYFS Profile
- careful systematic observation to note the pupil's skills, strengths and establish areas of weakness
- any expression of concern from parents or the health authority
- informal discussion with the child's parents, other members of staff, Headteacher and SENDCo
- parent's comments, which will be included in the assessment process
- comparison of the child's attainment with the peer group and national norms as shown by National Curriculum attainment, early learning goals, Suffolk reading and other LEA screening procedures
- use of appropriate screening tests, assessment and diagnostic tests

Documentation

Special Educational Needs and Disabilities

Special Educational Needs and Disabilities are considered when a child's teacher or the SENDCo decides that they are able to highlight a significant amount of either complex or severe statements on the Pupil Profile.

Statutory Assessment

The LA may consider the need for an Education and Health Care Plan (EHCP), which has replaced previous Educational Statements. If the LA decides not to issue an Educational Health Care Plan parents have the right to appeal against this decision at a SEND tribunal. An Educational Health Care Plan can be applied for via the school if the majority of statements within a section of the Pupil Profile can be highlighted under the severe column.

Provision

Once a child has been identified as requiring SEND provision it may be carried out in a number of ways.

Westgate School provides for pupils with SEND by:

- ensuring pupils are as fully involved as possible in attempting to achieve their individual targets.
- ensuring parental and child involvement by creating Pupil Passport targets in a collaborative manner.
- co-ordinating SEND provision and ensuring Pupil Passports are reviewed regularly and parents and pupils are fully involved.
- ensuring pupils on the SEND register receive appropriate support; this could be in class support,
- monitoring, interventions – as is agreed to be the most appropriate and is then detailed on their Pupil Passport.
- providing a wide range of support in addition to maths and literacy intervention programmes which could include:
 - Project X
 - Speech and Language
 - Fischer Family Trust Wave 3 Intervention
 - ELSA
 - Anger Management
 - Socially speaking
 - Busy Bugs
 - Gym Trail
 - Handwriting
 - Meet and Greet
 - Phonics
 - 1st Class at Number
 - 1st Class at Writing
 - Numbers Count
 - Beat Dyslexia
 - Talk Boost
 - Every child a talker

- Snappy Phonics
- organising the annual review procedure for pupils with statements of Special Educational Needs/Educational Health Care Plans whilst considering the views of the pupil and parents.
- Working closely with other agencies, where necessary.
- by ensuring pupil's needs are reviewed through assessment and testing and the review of Pupil Passports.

Annual Review

The SENDCo initiates reviews of all Educational Health Care Plans on an annual basis. The purpose of the review is to consider a variety of perspectives on a child's progress and to ensure that the provision made is still appropriate to the child's identified needs. The SENDCo will request written reports from all those persons who are to be invited to attend and wish to contribute - parents, teachers, the pupil, educational psychologist or any other professionals closely involved with the child. The review should assess the child's progress towards meeting the objectives specified in the statement/Educational Health Care Plan and inform future planning, updating and monitoring educational targets. Parents will be fully involved in the review process and the pupil's views also sought. Following on from the meeting the SENDCo is required by the LA to submit a review summary sheet.

Curriculum Access and Inclusion

Children with special needs should be educated, whenever possible, in mainstream schools alongside their peers. All children, including those with special educational needs follow the Foundation Stage Profile then the 2014 National Curriculum and are fully included in the life of the school participating in clubs, concerts, trips etc. Every effort is made to ensure that all children fulfil their potential.

SEND Register

A register of all children with special educational needs is kept by the special needs co-ordinator and is regularly updated. The same information is also held on SIMS. The register lists pupil's name, date of birth, year group, class teacher, relevant stage, dates of last and next reviews and criteria of need.

Links with other Schools and Transfer Arrangements

Transition arrangements for receiving and transferring pupils with SEND between schools will entail the transfer of records, including the Pupil Passports detailing support arrangements. Key information is effectively transmitted to the Middle Schools/ High Schools via SIMS data base system and liaison with relevant staff will take place during the summer term.

If dual placements are deemed to be appropriate, this will be arranged by the SENDCo and relevant paperwork will be submitted to the LA for their consideration.

Partnership with Parents

Westgate School values parental involvement. We have developed a close working partnership with parents of children with special educational needs as we consider it is crucial if our school policy is to be successful. Attempts are made to establish an

effective working relationship with parents when children are first admitted to the school. Admission arrangements are the same as for all pupils although extra visits may be arranged if appropriate. There is an opportunity to discuss special needs issues at induction meetings. Placement meetings for hearing impaired pupils take place termly. All professionals are invited to attend and the transfer of pupils and new entrants are discussed.

The SEND documentation promotes parental partnership but it is acknowledged that informal meetings may take place, for example, when a child is collected from school can also allow staff to discuss a child's special educational needs with parents. Home/school liaison may take place in the following ways:

1. Parents evenings
2. Home – school books
3. Reading log
4. Pupil Passports

Complaints

If there is any cause for complaint about any aspect of the school's special needs provision parents are encouraged to contact, without hesitation, the SENDCo or Teacher of the Deaf. If the problem is not resolved it should be referred to the Headteacher. If the complaint is still not resolved it should be made in writing to the Governing Body.

6. Monitoring arrangements

This policy and information report will be reviewed by Jason Jarvill **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Managing medical conditions and first aid

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Appendix 1

Pupil Profile Information. Physical Skills – Complete as appropriate by circling the statement. Please do not use a highlighter pen

| PHYSICAL SKILLS | | | |
|---|---|--|--|
| Universal Needs | Additional Needs | Complex Needs | Severe Needs |
| General physical skills, self help and access to the learning environment | | | |
| <p>The young person is physically well and moves around school independently.</p> <p>They are able to access activities on offer independently (in line with broad age expectations)</p> <p>Self help skills are thought to be in line with their chronological age</p> | <p>The young person has a diagnosed medical condition that impacts on their physical skills.</p> <p>Has on-going minor health problems, linked to difficulties with physical skills.</p> <p>Is able to move around and function independently.</p> <p>The young person has some difficulties with balance and/or difficulties with their co-ordination skills.</p> <p>The young person's physical difficulties affect the development of their self-help / care skills.</p> <p>They sometimes need prompts to remind them to carry out independent activities / self help skills.</p> | <p>Learning and access to the curriculum is regularly affected by general health difficulties and medical appointments.</p> <p>Takes medication, which has an effect on curriculum access or other activities.</p> <p>Needs adult support to access the school environment. For example, using equipment or needing support in order to fully access the school environment or activities on offer.</p> <p>Uses supportive seating and / or aids to help them to move about the classroom and school.</p> <p>May require additional support to move from one lesson to another and with their self-care needs.</p> | <p>The young person's physical difficulties / condition greatly affect their access to learning and school environment.</p> <p>May need to attend medical appointments, which keep them away from school for substantial periods of time.</p> <p>Requires a school environment adapted to suit specific needs e.g. ramped access, accessible toilet and wash facilities.</p> <p>Needs adult support and specialist equipment when sitting and working in class or in order to move from one place to another.</p> <p>Support is needed</p> |

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| | | Requires the environment and / or facilities to be adapted to suit their needs e.g. ramps, lifts, accessible bathroom facilities. | throughout the day to ensure pupil safety / self-care needs are met. There may be a need for speedy / emergency response for medical / health needs. |
| Access to the curriculum and learning in relation to their physical skills | | | |
| On occasion the young person may need some differentiated materials in order to access all areas of the curriculum. | Some equipment or additional strategies are needed to enable access to some aspects of the curriculum. This may include an adapted desk, chair or a writing slope. Sometimes needs additional spoken or visual cues to help them organise themselves and to maintain attention throughout an activity. | Physical difficulties result in them finding it difficult to sustain independent writing. ICT needs to be used in order to support access to activities (e.g. use of equipment or an adult as a scribe to help the young person to record their contribution). Some tasks require additional modification in terms of materials used and equipment needed. | The use of ICT or an adult e.g. a scribe is needed to support the young person to access the curriculum, and record their ideas / work. In order for the young person to access the curriculum modifications / adaptations are required to: <ul style="list-style-type: none"> • materials / resources • the task |

Appendix 2

Profile Information Vision and Hearing - Complete as appropriate by circling the statement. Please do not use a highlighter pen

| VISION AND HEARING | | | |
|--|---|---|---|
| Universal Needs | Additional Needs | Complex Needs | Severe Needs |
| Visual difficulties / levels of support required | | | |
| <p>Wears glasses:</p> <ul style="list-style-type: none"> • sometimes • all the time <p>Has some visual difficulties. For example, wears a patch:</p> <ul style="list-style-type: none"> • sometimes • all the time <p>With glasses is able to access the curriculum and can manage well in the school environment.</p> | <p>Has a visual impairment.</p> <p>For example, near or distance vision is reduced.</p> <p>Acuities of about 6/18.</p> <p>Needs support to ensure full access to practical aspects of some lessons.</p> <p>Needs some written materials to be produced using larger print and some modification of materials in order to ensure ease of access.</p> | <p>Has a significant visual impairment</p> <p>Reduced near or distance vision and acuities of 6/24 to 6/48.</p> <p>Has a restricted field of vision.</p> <p>In school the young person needs:</p> <ul style="list-style-type: none"> • all written work to be adapted & enlarged in order to access learning tasks; • support in practical lessons; • support to develop touch typing skills; • support in order to access information such as to access the whiteboard or information from a distance; | <p>Has little functional sight or is educationally blind. May be registered severely sight impaired.</p> <p>Acuities are 6/60 or below.</p> <p>Needs to have access to ICT in order to read and record their work.</p> <p>May use Braille or other tactile methods of learning.</p> <p>Adult support is required for:</p> <ul style="list-style-type: none"> - access to curriculum - safety issues • social skills training |

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| | | <ul style="list-style-type: none"> • their own copy of information or to access IT support or equipment; • some training in social skills in order to further develop their understanding and / or communication skills. | <ul style="list-style-type: none"> • mobility support & training |
|--|--|--|---|

| Universal Needs | Additional Needs | Complex Needs | Severe Needs |
|--|---|--|--|
| Hearing difficulties / levels of support required | | | |
| <p>The young person may have a mild hearing impairment.</p> <p>Differentiation in the educational context is needed to meet their needs.</p> <p>Access to curriculum can be given through differentiation in the classroom.</p> <p>Support in developing their social skills will be delivered</p> | <p>The young person has a diagnosis of a unilateral, mild and moderate, sensori-neural hearing loss.</p> <p>Uses a hearing aid due to having a conductive hearing loss.</p> <p>Most auditory information can be accessed with the use of:</p> <ul style="list-style-type: none"> • hearing aid; • FM radio aid system; • support from a teaching assistant. <p>Key and subject specific vocabulary</p> | <p>The young person has a diagnosis indicating severe to profound hearing loss.</p> <p>Their hearing loss requires hearing aids or the young person has a cochlear implant.</p> <p>Most auditory information can be accessed with the use of:</p> <ul style="list-style-type: none"> • hearing aid; • FM radio aid system; • support from a teaching assistant. | <p>The young person has a severe to profound hearing loss.</p> <p>They use post-aural hearing aids, or has a cochlear implant.</p> <p>Limited access to auditory information.</p> <p>When the young person needs to listen to something at school there needs to be consideration to the acoustics within the room / environment in order for them to access information and the curriculum.</p> <p>Requires sign support / For example, British</p> |

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| through regular classroom curriculum e.g. PSHE curriculum. | <p>is reinforced. Repetition and altering how instructions are given is necessary in order to ensure understanding and curriculum access.</p> <p>The young person needs additional reinforcement and explanation of school rules and appropriate behaviours / social skills at times.</p> | <p>Teaching of key and subject specific vocabulary as well as curriculum differentiation required for pupil to access information in the classroom and curriculum.</p> <p>Needs support to further develop social skills. Also issue re raising deaf awareness for staff and peers.</p> | <p>Sign Language. If so, staff and peer group will need information / tuition and deaf awareness with staff and within school.</p> <p>Teaching or advice / support from advisory teacher (sensory communication strand).</p> <p>The young person needs support in social skill development.</p> |
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Appendix 3

Pupil Profile Information Speech, Language and Communication - Complete as appropriate by circling any relevant statements. Please do not use a highlighter pen

| SPEECH, LANGUAGE AND COMMUNICATION SKILLS | | | |
|--|---|---|---|
| Universal Needs | Additional Needs | Complex Needs | Severe Needs |
| When young people have English as an additional language they will only be considered to have Special Educational Needs if they demonstrate difficulties using their first language. | | | |
| Speech and language skills within the normal range of development. | Experiences mild speech and / or language disorder. | Experiences moderate speech and/or language disorder. | Experiences severe speech and/or language disorder. |

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| <p>Has mild delay/difficulty in language or speech sound development.</p> <p>Language and/or speech</p> <p>may be mildly delayed in line with other delayed areas of attainment.</p> <p>Any difficulties are only likely to have a limited impact on some areas of curriculum access or social inclusion.</p> <p>Has no need of alternative/augmentative means of communication to support speech/language development.</p> | <p>Has a diagnosis of mild specific speech and/or language disorder from a SaLT.</p> <p>Language and/or speech</p> <p>may be moderately delayed in line with other delayed areas of attainment.</p> <p>These difficulties are likely to have some impact on:</p> <ul style="list-style-type: none"> • curriculum access • attainment • social skills • social inclusion • self-esteem/confidence <p>May need alternative/augmentative means of communication to support speech/language development, on at least a temporary basis (e.g. Makaton signing, low-tech symbol book).</p> | <p>Has a diagnosis of moderate specific speech and/or language disorder from a SaLT.</p> <p>Language and/or speech</p> <p>may be severely delayed in line with other delayed areas of attainment.</p> <p>These difficulties have a significant impact on some:</p> <ul style="list-style-type: none"> • curriculum access • attainment • social skills • social inclusion • self-esteem/confidence <p>Needs alternative/augmentative means of communication to support speech/language development e.g. high-tech communication aid</p> | <p>Has a diagnosis of severe specific speech and/or language disorder from a SaLT.</p> <p>Language and/or speech</p> <p>may be profoundly delayed in line with other delayed areas of attainment.</p> <p>These difficulties have a significant impact on all:</p> <ul style="list-style-type: none"> • curriculum access • attainment • social skills • social inclusion • self-esteem/confidence <p>Needs alternative/augmentative means of communication to support speech/language development e.g. high-tech communication aid.</p> |
| Phonological Awareness | | | |
| <p>Development within expected range.</p> <p>The young person sometimes needs some targeted support to facilitate the</p> | <p>Has received some targeted intervention. However, the young person has mild phonological awareness difficulties that are having an impact</p> | <p>The young person has received high levels of intervention. However, their moderate phonological awareness difficulties are</p> | <p>The young person has made limited progress despite targeted intervention.</p> <p>They have ongoing severe difficulties</p> |

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| development of phonological awareness. | on the development of their literacy skills. | having marked impact on their literacy skill development. | developing their phonological awareness. |
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Appendix 4

Pupil Profile Information Behaviour, Emotional and Social - Complete as appropriate by circling the statement. Please do not use a highlighter pen

| BEHAVIOUR, EMOTIONAL AND SOCIAL DEVELOPMENT | | | |
|---|------------------|---------------|--------------|
| Universal Needs | Additional Needs | Complex Needs | Severe Needs |
| Behaviour | | | |

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| <p>Takes part in positive social activities.</p> <p>Usually follows expectations for behaviour / conduct within the school and classroom context.</p> <p>Is able to accept boundaries set within the classroom and school environment.</p> | <p>Sometimes challenges adults in authority.</p> <p>Occasionally behaves in a way that is unsafe, risky and somewhat demonstrates antisocial behaviour. This may be by themselves or with peers.</p> <p>They display low-level unwanted behaviour that can disrupt their own learning as well as that of others. However, they respond to adults when reminders are given outlining expectations about wanted behaviours.</p> | <p>Antisocial behaviour is taking place on a daily basis, which includes regular challenge to authority figures.</p> <p>Has a tendency to hit out at people and can invade other people's personal space.</p> <p>When supported by an adult that the young person has formed a positive relationship with they are able to respond to intensive intervention programmes.</p> <p>However, often disrupts other people's learning as well as their own learning due to their inappropriate and disruptive behaviour.</p> | <p>Antisocial behaviour is taking place many times a day, which includes regular challenge to authority figures.</p> <p>Violent and demanding behaviour towards other people and throughout the school environment is happening every day.</p> <p>Even when a positive relationship with an adult has been formed the young person's response to intensive intervention programmes run by that person is not consistent and is unpredictable making situations challenging on a regular basis.</p> |
| Self esteem and approach to learning tasks | | | |
| <p>Is aware of own strengths and weaknesses and has a positive self-image.</p> <p>Has high confidence of himself or herself as a learner.</p> | <p>Sometimes struggles with self-esteem and confidence in one or several areas. Sometimes finds it difficult to manage challenges and problems.</p> | <p>Poor self-esteem / also in relation to their confidence and competence as a learner.</p> <p>Makes negative comments about themselves on a daily basis.</p> | <p>Very poor self-confidence as a learner.</p> <p>Very vulnerable levels of self-esteem.</p> <p>Constantly makes negative comments about themselves</p> |

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| <p>Is able to take constructive feedback about their effort and work.</p> <p>Appears to have positive self-esteem in most areas with the resilience to cope with challenges and problems that they may face.</p> | <p>Is developing an awareness of their strengths and difficulties. However, appears to have low self-esteem / self worth which shows, in relation to some aspects of their approach to learning.</p> <p>They tend to misplace things to do with their work or shows a tendency to destroy their work</p> <p>Occasionally makes negative comments about themselves.</p> <p>Tends to avoid tasks that they think are going to be difficult - pushes work away.</p> | <p>Regularly makes negative comments about themselves and avoids tasks that they think are going to be difficult.</p> <p>They also lose or ruin their work on a regular basis.</p> <p>There is evidence that the young person is taking part in self-injurious behaviour.</p> | <p>and will not take part in tasks that they think are going to be difficult.</p> <p>They also lose or ruin their work constantly.</p> <p>Evidence of regular and sustained deliberate self-harm, at a level that requires specialist professional support and intervention. Examples of ways this may manifest itself could be scratching themselves, cutting, banging their head and pulling out their hair or eating disorders.</p> |
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Pupil Profile Information Appendix 4 cont....

| BEHAVIOUR, EMOTIONAL AND SOCIAL DEVELOPMENT cont. | | | |
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| Universal Needs | Additional Needs | Complex Needs | Severe Needs |
| Social and emotional skills, including emotional literacy skills and competencies | | | |
| <p>Has been able to make and maintain age appropriate relationships with peers and adults and friendships within their peer group.</p> | <p>Is able to maintain co-operative relationships with some staff. However, can find it difficult to develop reciprocal friendships.</p> <p>Sometimes struggles to make / maintain age</p> | <p>Finds relationships difficult and therefore not able to maintain co-operative relationships with a lot of adults, most of the time.</p> <p>Is usually not communicative with their peers. Or</p> | <p>Is not aware of their own feelings and is not able to express their feelings appropriately.</p> <p>Has no positive strategies for managing their feelings.</p> |

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|---|--|---|---|
| <p>Takes an active / co-operative part in social activities with peers.</p> <p>Has awareness of their own feelings and has a range of strategies to manage them appropriately.</p> <p>Expresses positive and negative feelings appropriately (both verbal and non verbal).</p> <p>Rarely has an “emotional hijack” ❖</p> <p>If they do they have good strategies for dealing with them.</p> | <p>appropriate relationships / friendships with peers</p> <p>Needs to develop their social skills. Finds it difficult to listen, share and co-operative with others / peers.</p> <p>Sometimes needs supervision in order to work or play co-operatively with others in group situations.</p> <p>Not always aware of their own feelings and may sometimes struggle with finding appropriate ways to express their feelings, particularly difficult emotions. Also finds it difficult when other people show their emotions.</p> <p>Occasionally has “emotional hijacks” with negative consequences.</p> | <p>their relationships tend to develop in an exploitative manner. They could also be vulnerable to other peers manipulative behaviour. The young person then needs close adult supervision and support in order to work and / or play in small group contexts.</p> <p>Everyday the young person demonstrates strong emotions that may present themselves verbally or non-verbally.</p> <p>The young persons behaviour seems to have an underpinning linked to anxiety or stress.</p> <p>Often struggles to find appropriate ways to express feelings, particularly difficult emotions.</p> <p>Often has no awareness of own feelings and has few positive strategies to manage them. Often has “emotional hijacks” with negative consequences</p> | <p>Is not able to see the consequences of their actions.</p> <p>Negative feelings are expressed in a way that causes risk to themselves and others. E.g. by violence being shown on a daily basis. Appears anxious / stressed every day.</p> <p>Cannot make or maintain healthy age-appropriate relationships with adults or friendships with peers. This affects their ability to relate to adults or tasks in all contexts.</p> <p>Work or play is severely restricted by inability to co-operate in a small group.</p> <p>Is not aware of own feelings and has no positive strategies for managing them. Consistently has “emotional hijacks” which can cause risks for themselves/others.</p> |
|---|--|---|---|

❖ 'Emotional hijack' being when someone loses control and reacts in a flight or fight mode.

Their behaviour may change quickly e.g. suddenly hitting out, running away or throwing something etc.

Appendix 5

Pupil Profile Attention, Motivation and Engagement - appropriate by circling the statement. Please do not use a highlighter pen

| ATTENTION, MOTIVATION & ENGAGEMENT | | | |
|--|---|---|---|
| Universal Needs | Additional Needs | Complex Needs | Severe Needs |
| Is able to listen and attend to instructions / activities in all contexts appropriate to their level of development / age. | Is able to listen and attend to tasks in small group activities. Displays some difficulty maintaining attention / concentration. | Needs adult support to sit, listen and attend to tasks / activities. Finds it very difficult to stay on task and therefore very little evidence of completed | Is not able to sit still, attend to instructions or maintain attention to tasks in any context. Therefore needs very high level of adult support in order to attend, concentrate and organise themselves and the equipment |

| | | | |
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| <p>Can listen and filter out distractions.</p> <p>Is able to wait for things, for their turn and can control their impulses in order to think about the consequences of their actions before doing something.</p> <p>Motivated and achieving age appropriate levels of engagement and achievement.</p> <p>On the whole the young person takes part in and enjoys school life and a wide range of different activities.</p> | <p>Needs support and encouragement to ignore distractions.</p> <p>Needs reminding that they may have to wait for something and to think about their actions before doing something.</p> <p>Progress and participation towards appropriate levels.</p> <p>Needs encouragement to participate in some activities.</p> <p>Some difficulties in organising themselves for activities.</p> <p>Takes part in some aspects of school life.</p> | <p>independent work.</p> <p>The young person needs continuous prompting from an adult in order to take part in activities. This could be for a number of reasons. For example, confidence, attention and organisation etc.</p> <p>Finds it difficult to wait for things and tends to act in an impulsive way, needed reminding to think about what they are going to do.</p> <p>Not engaged in school / educational activities.</p> <p>Needs an adult present in order to engage in activities.</p> <p>Engages in a limited way with school life / activities.</p> | <p>necessary to take part and complete curriculum or other activities.</p> <p>Seeks constant high levels of attention from others.</p> <p>Cannot wait for things and acts upon impulse – showing no ability to restrain themselves from acting in a way that is detrimental to themselves and others.</p> <p>No motivation to change their situation or engage in any educational activities despite high levels of adult encouragement support.</p> <p>Does not take part in school life / activities.</p> |
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Appendix 6

Pupil Profile Information Social Communication Difficulties / ASD - Complete as appropriate by circling the statement. Please do not use a highlighter pen

| SOCIAL COMMUNICATION DIFFICULTIES / AUTISTIC SPECTRUM DISORDERS | | | |
|--|--|--|---|
| Universal Needs | Additional Needs | Complex Needs | Severe Needs |
| Communication skills | | | |
| There are minor idiosyncrasies surrounding the young persons communication skill development | <p>Generally the young person displays meaningful communication with some spontaneous use of language.</p> <p>They may use echolalia.</p> <p>Some difficulties with non-verbal</p> | <p>Has limited verbal communication skills and tends to take language very literally.</p> <p>Has significant difficulties in understanding non verbal communication such as other peoples facial expression and their body language.</p> | <p>Mostly functions non verbally.</p> <p>Has significant difficulties understanding body language and speech.</p> <p>May use augmentative communication systems such as PECS / Makaton.</p> |

| | | | |
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| | communication skills such as reading other peoples facial expressions / body language. | Benefits from having access to visual prompts in order to support communication. | |
| Behavioural / Emotional development | | | |
| <p>Their behaviour and social / emotional presentation is as you would expect for their age / peer group.</p> <p>Is able to show their feelings.</p> <p>Interacts with peers and adults as you would expect for a young person of their age.</p> | <p>Can be difficult to motivate the young person to take part in activities and tends to display some inappropriate behaviours and responses in some situations.</p> <p>Tendency to play alongside their peers. You may notice that they don't tend to initiate interaction in an appropriate manner.</p> <p>They may also tend to take part in repetitive behaviours and these behaviours distract them from interacting with their peer group.</p> | <p>Presents as being withdrawn or isolated from their peers.</p> <p>Very difficult to motivate the young person take part in a range of activities. Shows limited interest in their peers or in interacting with them. Eye contact with peers may be unusual or not developed.</p> <p>Does not show consistent response to strategies that are being used to support them.</p> <p>Finds turn taking difficult unless an adult is there to prompt and remind them.</p> <p>Difficulty in identifying & understanding their own feelings and that of others.</p> | <p>Behaviour appears to be very withdrawn and isolated from their peer group.</p> <p>Extremely difficult to motivate the young person as they can be absolutely absorbed in their own activities / rituals.</p> <p>Appear to have no awareness or very little awareness of other people around them.</p> <p>Avoids interaction with peers.</p> <p>If the young person interacts with others it tends to be on their terms.</p> |
| Identity and Social Presentation | | | |
| The young persons self image and social presentation are as expected for | They have some self-image issues and tend to display a lack of confidence in their | <p>Shows high levels of anxiety about their self-image.</p> <p>Says negative things about themselves.</p> | Shows extremely negative thoughts about themselves |

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| their broad age range. | social skills and presentation. | | |
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Pupil Profile Information Appendix 6 cont....

| SOCIAL COMMUNICATION DIFFICULTIES / AUTISTIC SPECTRUM DISORDERS cont. | | | |
|--|---|--|--|
| Universal Needs | Additional Needs | Complex Needs | Severe Needs |
| Self Care skills and Independence | | | |
| <p>Presents with age appropriate skills in these areas.</p> <p>Has an awareness of personal safety in line with broad age expectations</p> | <p>Is able to get themselves ready for activities and follow familiar routines with support being given by either verbal and / or visual prompts.</p> <p>Is able to see when they need help. May not always ask for this appropriately.</p> <p>Needs prompting to be able to take part in self-care tasks or to activities.</p> <p>Some concern around lack of personal safety. For example, stranger danger or personal safety issues.</p> | <p>Despite high levels of adult support the young person has difficulties organising themselves for tasks.</p> <p>Is not aware that they need help.</p> <p>Needs adult support in order to support their self-care / self help skills.</p> <p>There is concern regarding the young persons lack of awareness of personal safety. Adult support in needed in this area.</p> | <p>Has significant and persistent difficulties in organising themselves.</p> <p>Is unaware of the need for help for a task and will often reject help if offered.</p> <p>Requires close supervision and visual/verbal prompts to manage self-care routines such as dressing / toileting.</p> <p>Takes place in behaviour that causes self harm and demonstrates severe lack of awareness of personal safety.</p> |
| Ability to think flexibly | | | |
| <p>If the young person is prepared they can adapt to changes in their life such as to their timetable, routines or</p> | <p>Demonstrates some difficulties when changes happen despite adult support and preparation for such changes.</p> | <p>Managing change even when prepared is a significant difficulty.</p> <p>Their obsessional and / or ritualistic</p> | <p>High levels of adult support and well planned, detailed interventions / strategies are needed in order to support the young person to manage changes in</p> |

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| people in their life. | Can show some obsessional and perhaps some ritualistic behaviour | behaviour stops / interferes with their access to activities and learning. | activities, people etc. Obsessional and / or ritualised behaviour is all consuming for the young person. |
| Sensory Needs | | | |
| The young persons response to sensory information / stimulation is as one would expect. | The young person shows some level of discomfort from sensory stimulation. They seek out some sensory stimuli | Their response to some sensory stimuli appear to indicate stress / anxiety. Finds reassurance in sensory stimulation provided by mouthing objects, touching objects or rocking their body. | Find some sensory stimuli intolerable and reacts in an extreme way if they do come into contact with these stimuli. It is very difficult to take their attention away from a stimuli that they crave / enjoy. |

Appendix 7

Pupil Profile Information Health – for referral to the Specialist Learning Support Service

| | |
|---|--|
| Diagnosis | |
| Number of significant hospital admissions over the past year and reasons for admission | |
| <p>To be referred for Specialist Learning Support the child or young person must have met the threshold for Continuing Health Care.</p> <p>A quarterly referral meeting consisting of representation from health and education will consider referrals. A child or young person is likely to meet the threshold for Specialist Learning Support with one PRIORITY score. However, this will be discussed and a final decision agreed at the referral meeting.</p> | |

Complete as appropriate by circling or underlining the statement. Please do not use a highlighter pen

| HEALTH NEEDS | | | |
|--------------------------------------|---|---|--|
| Universal Needs | Additional Needs | Complex Needs | Priority Needs |
| EPILEPSY | | | |
| Seizures that are easily recognised. | Seizures that can be recognised by staff having received generic epilepsy training. | Seizures that can be recognised by staff having received child specific training. | Seizures present in many different ways and are difficult to recognise, staff require ongoing child specific training and support. |
| Seizures that do not usually have | Seizures that have a minor | Seizures that have a major impact on | Seizures that affect the CYP's breathing |

| | | | |
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| an impact on the CYP's airway. | impact on the CYP's airway requiring first aid treatment (staff trained in first aid). | the CYP's airway requiring emergency services (staff trained in first aid). | to the extent that they require oxygen and or suction to maintain airway (staff trained in basic life support). |
| AIRWAY MANAGEMENT TYPE A | | | |
| No identified risk of airway difficulties. | CYP requires medication to reduce secretions (hyoscine patches or oral medication). | CYP requires repositioning to be able to manage secretions effectively. | Pooling of secretions at the back of the throat and difficulty in swallowing requiring constant supervision and oral/naso pharyngeal suction. |
| No requirements for chest physiotherapy. | CYP may require chest physiotherapy at home if need identified by health professionals. | Requires regular chest physiotherapy at home. | Requires regular and as required chest physiotherapy in school to maximise respiratory function. NB: Eligibility will not be met with this category alone but in conjunction with another priority need |
| No requirements for oxygen therapy or availability of oxygen. | N/A | Requires oxygen when unwell at home/hospital. | Requires continuous oxygen therapy/optiflow or availability of oxygen at all times |

| HEALTH NEEDS | | | |
|---------------------------|------------------|---|--|
| Universal Needs | Additional Needs | Complex Needs | Priority Needs |
| AIRWAY MANAGEMENT TYPE B | | | |
| No tracheostomy. | N/A | N/A | CYP has a tracheostomy to maintain airway. Requires constant supervision to provide suction or potential emergency management at any time. |
| AIRWAY MANAGEMENT TYPE C | | | |
| CYP has normal breathing. | N/A | CYP requires mechanical ventilation at night time only or | CYP cannot breathe unaided for part or all of the 24 hour period and is reliant upon assisted mechanical |

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| | | when unwell at home. | ventilation. Requires trained support to assess whether mechanical ventilation required at any time. |
| SUSTAINED DEBILITATING OR UNPREDICTABLE MEDICAL CONDITION | | | |
| May have a medical condition but does not require monitoring or extra support. | N/A | CYP has medical condition that requires monitoring and support from school staff trained by health professional. | Has a medical condition that involves dependence on a trained adult for most or all of the day to monitor and provide medical interventions when necessary. Examples: Severe epidermolysis bullosa, unstable diabetes insipidus, intractable epilepsy |

| Pupil Profile Information Appendix 6 cont.... | | |
|---|---|----|
| TECHNOLOGY AND NURSING INTERVENTIONS | | |
| Please specify Yes or No if the CYP is reliant upon any of the following technology | If Yes, please specify if this is required in school. | |
| Tracheostomy. | Yes | No |
| Airway clearance vest | Yes | No |
| Mechanical ventilation. | Yes | No |
| Suction machine. | Yes | No |
| Oxygen cylinder | Yes | No |
| Optiflow | Yes | No |
| Nebuliser. | Yes | No |
| Dialysis. | Yes | No |
| Ostomies i.e. colostomy, ileostomy, vesicostomy. | Yes | No |
| Parenteral nutrition (intravenous feeding). | Yes | No |

| HEALTH NEEDS | | |
|---|---|----|
| Please specify Yes or No if the CYP requires any of the following nursing interventions | If Yes, please specify the frequency required | |
| Airway management i.e. tracheostomy, nasopharyngeal airway | Yes | No |
| Airway suctioning. | Yes | No |

| | | |
|-------------------------------|-----|----|
| Oxygen therapy/optiflow | Yes | No |
| Chest physiotherapy | Yes | No |
| Airway clearance vest | Yes | No |
| Mechanical ventilation | Yes | No |
| Administration of medication. | Yes | No |
| Chest physiotherapy. | Yes | No |