




**Central Region  
Schools Trust**

*Founded by the RSA*

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## **Special Educational Needs and Disability (SEND) Policy (School)**

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<b>Recommended by:</b>	Trust Director of SEND
<b>Approved by: (Trust Board/Committee/Local)</b>	LAGB
<b>Signed:</b>	
<b>Position on the Board:</b>	Chair of WH Governors
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### 1. Introduction

#### Vision

The Central Region Schools Trust (CRST) vision is to ensure social justice through exceptional schools. A founding principle was that our schools ‘know’ and serve their local community, whilst also recognising that shared knowledge and expertise across our schools makes us all strong in delivering the vision.

#### Rationale

The Trust is passionate about inclusive education for all and welcomes diversity of culture, religion, and intellectual ability, striving to meet the needs of all pupils from 2 – 18 with a learning difficulty, disability, disadvantage, or special educational needs. The Code of Practice (2015), states that all pupils are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood whether into employment, further or higher education or training.

The Trust believes that all pupils with a Special Educational Need and Disability (SEND) must have their needs recognised, identified, and assessed, with appropriate and timely intervention put in place.

All staff have due regard to general duties to promote disability equality. The Trust strives to deliver an appropriate curriculum to:

- Provide suitable learning challenges.
- Meet the pupils diverse learning needs.
- Remove the barriers to assessment and learning.

#### Aims

Our Trust SEND policy aims to:

- Set out how our schools will support and make provision for pupils with SEND. Each school will have their own statutory SEND Information Report setting out their bespoke provision.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND through the Graduated Approach/Local Offer.

## 2. Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation, including, but not limited to:

- Part 3 of the [Children and Families Act 2014](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- [Supporting Pupils at school with medical conditions](#)
- [Mental Capacity Act Code of Practice: Protecting the Vulnerable](#)
- [Working Together to Safeguard Children](#)
- [Keeping Children Safe in Education](#)
- [Ofsted Framework](#)
- [The Local Offer](#) for each individual Local Authority in which our pupils reside.
- [SEND Code of Practice 2015](#)
- [Equality Act 2010](#)
- [Academy trust governance guide - Guidance - GOV.UK](#)

## 3. Definitions

### Special Educational Needs (SEN)

A pupil has SEN 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 the 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.

### Disability (D)

Many children and young people who have SEN may have a disability under the Equality Act 2010. “A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

### Equality of Opportunity

The Trust believes that all pupils should be equally valued in school. Each school will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish and feel safe.

The CRST is committed to inclusion and high-quality teaching for all. In all schools the Trust aims to embed a sense of community and belonging, and to offer new opportunities, acceptance and understanding of pupils who have experienced and deal daily with their learning barriers and disabilities. This does not mean that schools will treat all pupils in the same way, but that schools will respond to pupils in a way which takes account of their varied life experiences and needs/learning barriers.

The Trust believes that educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, impairment, attainment, starting point and background.

Each school within the Trust will pay particular attention to the provision for and the achievement of different groups of learners:

- All genders & gender identities (LGBTQ+)

- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs / LPA (Low prior attainment) / learners who are disabled.
- Pupils encountering mental health / emotional well-being issues.
- Pupils who are gifted and talented.
- Pupils who are entitled to the Pupil Premium: free school meals / Ever 6 and looked after children/asylum seekers.
- Pupils who have long term medical needs; those who are young carers; those who are in families under stress; pregnant schoolgirls and teenage mothers and CIN – Children in Need.
- Pupils who are at risk of disaffection and permanent exclusion and/or becoming a NEET (Not in Education, Employment or Training).

This policy describes the way we want our schools to meet the needs of pupils who experience barriers to their learning, which may relate to sensory or physical impairment, cognition and learning, communication, and interaction difficulties, mental, emotional, or social development, or may relate to factors in their environment, including the learning environment they experience in school.

The Trust recognises that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, social reasons, age, previous experiences at their previous schools and individual maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

#### **4. Roles and responsibilities**

##### The Trust

The Trust has a Director of SEND who oversees the provision and practice within all the schools in the Trust alongside the Executive School Improvement Leader.

##### The SENDCO

Each school within the Trust has a SENDCO who is a qualified teacher and is suitably qualified to carry out this role. The NPQ SEND Qualification must be completed within three years of taking up the role as SENDCO.

The SENDCO will:

- Work with the Principal and SEND Governor to determine the strategic development of SEND and its provision in the school.
- Have day-to-day responsibility for the operation of the Trust SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health, and Care Plans (EHCP) as outlined in the school's statutory SEND Information Report.
- Provide professional guidance to colleagues and work with staff, parent carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the Graduated Approach/Local Offer to providing SEND support.
- Be part of any suspensions involving a SEND pupil, or as appropriate if identification of need, is required.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority (LA) and any support services.
- Liaise with potential next providers of education 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.
- Be responsible for writing and reviewing the school's SEND Improvement Plan, alongside the SEND Trust support (Director of SEND).

- Ensure Exam Access Arrangements and requirements (SATS and JCQ for BTEC, GCSE & GCE) are assessed by a Level 7 specialist / assessor and applied for effectively with detailed evidence from teaching staff with regard to assisting and enabling a pupil's normal way of working.

### The Role of the Local Academy Governing Board (LAGB)

The Local Academy Governing Board (LAGB) must:

- Co-operate with the local authority in reviewing local SEND provision and in developing the Local Offer.
- Use their best endeavours to ensure that children and young people with SEND receive the support they need.
- Ensure that pupils with SEND engage in the activities of the school alongside those who do not have SEND.
- Inform parents when special educational provision is being made for their child.
- Ensure that arrangements are in place to support pupils with medical conditions.
- Provide access to a broad and balanced curriculum for all pupils.
- Ensure that pupils from Year 8 onwards receive independent and impartial careers guidance.
- Have a clear approach to identifying and responding to SEND and provide an annual report to parents on their child's progress.
- Maintain accurate and up-to-date records of the provision made for pupils with SEND.
- Publish on the school website:
  - The implementation of the governing board's SEND policy (the SEND Information Report).
  - Arrangements for the admission of disabled pupils.
  - Steps taken to prevent disabled pupils from being treated less favourably than others.
  - Facilities to assist access for disabled pupils.
  - The school's accessibility plan.
- Ensure that a qualified teacher is designated as the Special Educational Needs Co-ordinator (SENDCO).
- Determine how resources are allocated to support the progress of pupils with SEND.

### The Role of the SEND Link Governor

Each school within the Trust appoints a Link Governor for SEND. Their responsibilities include:

- Raising awareness and promoting accountability for SEND at LAGB meetings.
- Monitoring the quality and effectiveness of SEND provision and reporting findings to the LAGB.
- Working with the Principal and SENDCO to support the strategic development of SEND provision.
- Attending termly briefings and bespoke training delivered by the Trust Director of SEND

### Principal

Across the Trust all Principals have a responsibility through Section five of the [Principal's Standards](#) to support all pupils, including those with special educational needs and/or disabilities. They must designate a member of SLT to be responsible for SEND if the SENDCO is not a member of SLT.

The School Leader for SEND will:

- Regularly work with the SENDCO and SEND Governor to determine the strategic development of the SEND provision within the school.
- Have an accurate overview of the SEND profile at the school and the pupils currently on the SEND register.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the local authority to support individual pupils (Element 2 and 3)
- Have clarity of arrangements in place in order to respond to need.
- Ensure that the SENDCO has sufficient time and resources to carry out their strategic role effectively.
- Monitor SEND reviews in liaison with the SENDCO.

- Monitor teaching and learning arrangements made for SEND pupils including the deployment of Achievement Assistants
- Advise the relevant LA when a formal assessment may be necessary or following a EHCP Annual Review

### Teachers

Across the Trust all teachers have a responsibility for high quality adaptive teaching through all of the eight [Teachers' Standards](#) to support all pupils, including those with special educational needs and/or disabilities (Standard 5)

They are responsible for:

- Planning and providing high quality teaching that is adjusted and adapted to meet the individual needs of the pupils through a Graduated Approach
- The progress and development of every pupil in their class as directed by any Individual Pupil Learning Plans
- Directing Achievement Assistants, or specialist staff to enable them to plan and assess the impact of their support and interventions. Each teacher should use this information to plan for the next steps for teaching and learning of each individual pupil.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision in line with evidence-based interventions (numerous Education Endowment Foundation documents: [Special Educational Needs in Mainstream Schools | EEF](#) ([educationendowmentfoundation.org.uk](http://educationendowmentfoundation.org.uk)))
- Ensuring they follow this policy and the school's SEND Information Report.
- Reading Chapter 6 of the SEND Code of Practice 2015

## **5. Categories of Special Educational Need**

Pupils with SEND are categorised under one of the four following areas of need as set out in the SEND Code of Practice (2015).

### Cognition and Learning

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation, adjustments and/or adaptations. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, dysgraphia, and dyspraxia.

### Sensory and/or Physical Needs

Impairments which prevent or hinder pupils from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multisensory impairment, diabetes, epilepsy, and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND. These conditions can be age-related and can fluctuate over time. A pupil with a disability or medical need is only covered by the definition of SEND if they require special educational provision (additional and/or different provision to their peers relevant to their starting point).

### Social, Emotional and Mental Health

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-

harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

### Communication and Interaction

Pupils with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language, or social communication at different times of their lives. Pupils with Autistic Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, and imagination, which can impact on how they relate to others.

### Neurodiversity

We are seeing an increase in the number of pupils who are Neuro-Diverse.



Neurodiversity refers to the different ways the brain can work and interpret information. It highlights that people naturally think about things differently. We have different interests and motivations and are naturally better at some things and poorer at others.

Most people are neurotypical, meaning that the brain functions and processes information in the way society expects.

This means that some pupils will have needs that do not fit under just one category of need. It is very important that schools identify the underlying, primary need to be able to provide appropriate provision.

A pupil may have a diagnosis of a specific condition that would fit into one of these broad areas of need but if they are not receiving additional to or different from provision they are not classified as SEND.

## 6. Levels of Support

The level of the support that pupils with SEND require is denoted by the following categories:

### SEND Support (K)

These are pupils who are classified as having special educational needs and/or disability. These pupils receive provision which goes above and beyond the mainstream provision and is classified a 'graduated approach'. Pupils on SEND Support do not have a specific funding stream designated specifically to support their needs, but a proportion of the school's notional SEND budget is allocated to support these pupils to make progress.

### EHCP (Education and Health Care Plans) (E)

Pupils with an EHCP have complex special educational needs and/or disability. Their provision is bespoke to the child and is classified as an 'individualised' model of support. There is an expectation that a proportion of the school's Notional SEND Budget is allocated to support these pupils. These pupils may receive a designated funding allocation from the High-Level Needs funding block (Element 3) from the local authority to support them in school and to provide bespoke additional educational provision which goes above and beyond mainstream provision. It is important that school leaders are aware that this additional funding within their budget is monitored and spent solely to ensure outcomes for EHCP pupils are met.

### SEND/ Inclusion Register

All schools will keep a SEND Register of all pupils who are on SEND Support or who have an EHCP. They may choose to have an additional needs/inclusion register to include SEND plus other groups including those they may be monitoring, those with medical needs, disadvantaged and in receipt of pupil premium, Looked After Children (LAC), those with English as an Additional Language (EAL) and those identified as requiring Access Arrangements.

### Graduated Approach

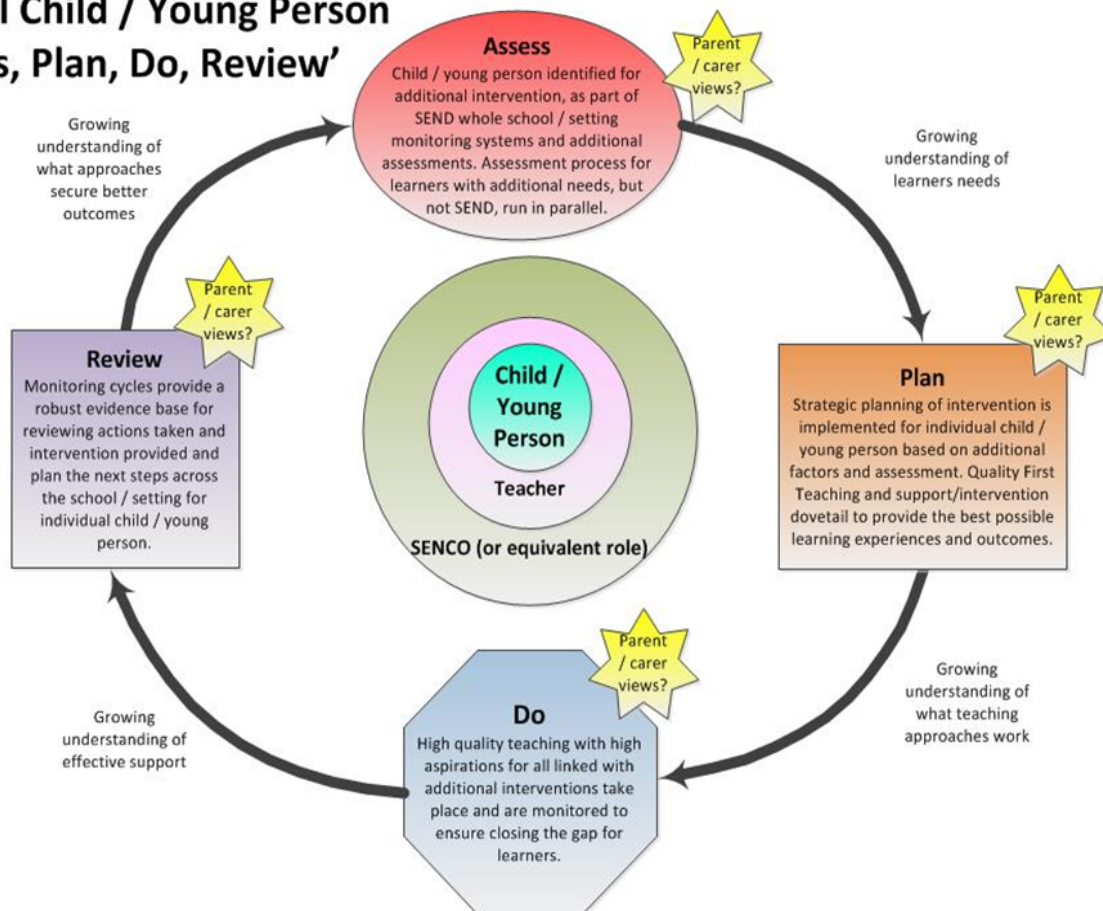
Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Achievement Assistants, or specialist staff. A cyclical four stage process – Assess, Plan, Do Review (CoP 6.44 to 6.56) must be followed by all staff. These evaluations and monitoring arrangements promote an active process of continual review and improvement through the waves / tiers of SEND provision for all pupils.

The 'assess, plan, do, review' cycle can be repeated as many times as needed to help the pupil progress.

Some pupils will show good progress after the first round of support is put in place, but those with more complex needs might benefit from the cycle being repeated several times.

It is important that all evidence of monitoring is kept, in case a pupil requires more complex, significant and/or external specialist input as they progress through the higher levels of waves / tiers of SEND provision that are essential within the Graduated Approach.

# Individual Child / Young Person 'Assess, Plan, Do, Review'



## Assess (CoP 6.45) Analysis

The first step is to collect the right information and find the right people to be able to plan support. If a pupil isn't making the expected progress, draw on:

- Information from their teachers
- Information from previous educational providers
- The views of the child, young person, and their family
- Any external services or organisations involved.

## Plan (CoP 6.49) Intent

During this step teachers, the SENDCO) the pupil and their family should agree on new interventions, support, and the expected outcomes. The agreement should be recorded on the school's systems and explained to all appropriate and relevant staff.

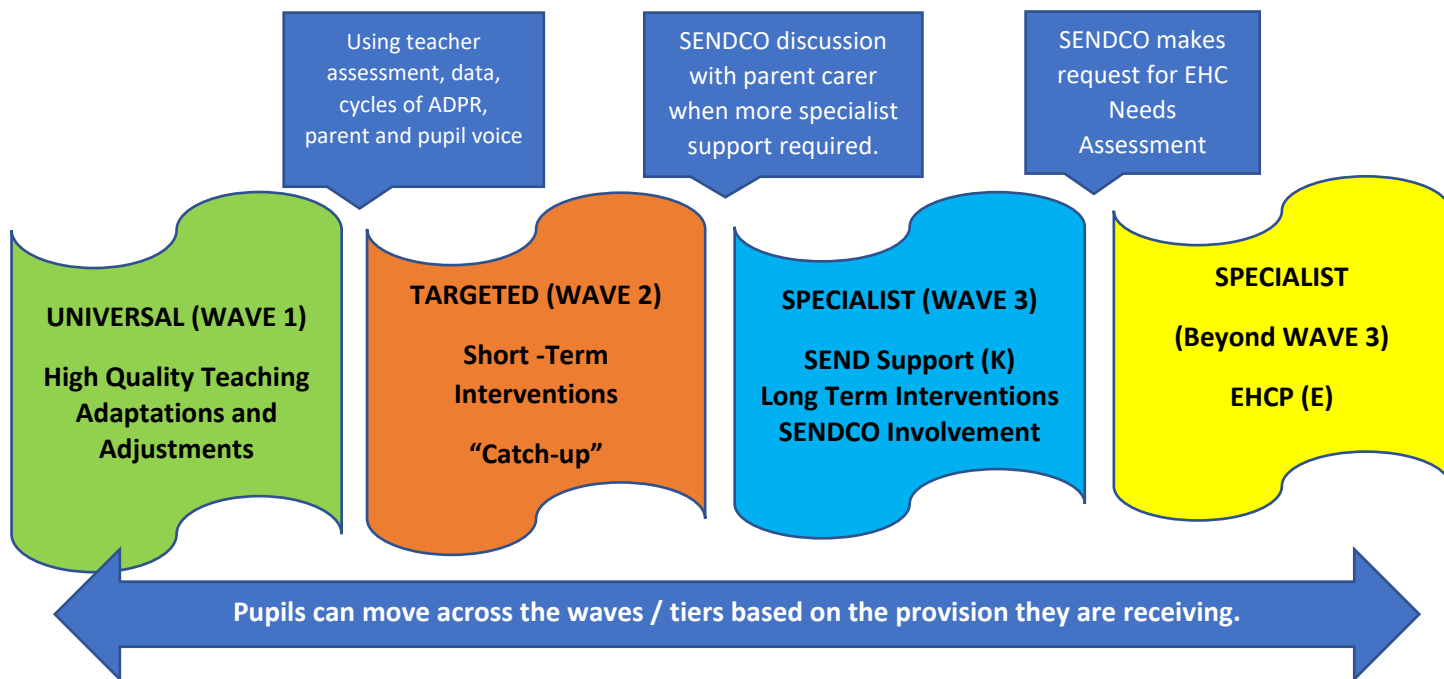
## Do (CoP 6.52) Implementation

In this step, the plan is put into practice. The pupil's class or subject teachers are responsible for checking whether the plan is working daily.

## Review (CoP) 6.54 Impact

The impact of the plan is reviewed by teachers, the SENDCO, the pupil and their family. Good enough progress may mean SEND support is no longer needed or a further cycle of Graduated Approach is required, or an Education, Health and Care Needs Assessment needs to be requested.

Waves / Tiers of Provision



What every pupil receives

All staff responsible to ensure that Wave 1 provision is delivered.

Teachers' Standards

Class/Subject teachers embedded high quality teaching.

Reasonable adjustments and adaptations are in place.

Not making expected progress despite reasonable adjustment at Wave 1

High quality teaching plus short-term interventions required (planned and monitored by class/subject teacher)

In depth assessment to identify need

On-going specific support to address pupil's needs.

Evidence based interventions monitored by class teacher and SENDCO.

Pupil has Individual Learning Plan, measurable targets and provision required.

Review Meetings with Parent Carer and pupil three times per year.

External, specialist support if required.

Support over and above additional and/or different.

Highly personalised and specialist provision as set out in EHCP.

Specialist support from external support services

Statutory Annual Review of EHCP organised and managed by SENDCO.

Individual Provision Passport or similar (IEP)

Within each school's SEND Information Report there should be an explanation of how the school is recording the APDR process. This should include the capturing of pupil and parent carer voice.

## **7. Inclusive Attendance, Behaviour and Welfare**

The Trust has high expectations that all pupils attend school. Within each school there is a supportive programme for behaviour and welfare that considers individual needs.

It is very important that school's monitor the attendance and behaviour of all pupils but make special reference to vulnerable and disadvantaged groups including SEND, and SEND provision within the school supports attendance, specifically relating it to the four areas of need.

Where schools have different support teams (Learning Support, Pastoral, Attendance, Behavioural, Safeguarding) these should work together when considering the Graduated Approach / Waves or tiers of provision required for individual SEND pupils. This will ensure a collaborative Team Around the Child approach.

When serious incidents occur, and a SEND pupil requires a period of suspension the SENDCO should be involved in this process to ensure that all SEND Code of Practice reasonable adjustments have been considered.

All schools should have a trained Senior Mental Health Lead (DfE approved) who will work across the different support teams to ensure that all pupils are able to access appropriate support for their SEMH needs.

## **8. SEND Information Report**

Every school must produce a SEND Information Report that is reviewed annually and updated as and when required. When reviewing this report, it is good practice to seek the views of parent carers, pupils, and other stakeholders.

The SEND Information Report must contain information on:

- The kinds of SEND that are provided for.
- How the school identifies pupils with SEND
- The name and contact details of the SENDCO.
- Arrangements for consulting parents of pupils with SEND and involving them in their child's education.
- Arrangements for consulting pupils with SEND and involving them in their education.
- Arrangements for assessing and reviewing pupil's progress towards outcomes. This should include the opportunities available to work with pupils as part of this assessment and review.
- Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood. As pupils prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living, and participation in society.
- The approach to teaching pupils with SEND
- How adaptations are made to the curriculum and the learning environment of pupils with SEND
- The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured.
- Evaluating the effectiveness of the provision made for pupils with SEND.
- How pupils with SEND are enabled to engage in activities available with pupils in the school who do not have SEND
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying.
- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils SEND and supporting their families
- arrangements for handling complaints from parents of pupils with SEND about the provision made at the school.

The report should also include:

- The arrangements for the admission of disabled pupils

- The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils.
- The facilities you provide to help disabled pupils to access the school.
- The plan prepared under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for:
  - increasing the extent to which disabled pupils can participate in the school’s curriculum.
  - improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
  - improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

## 9. Safeguarding and SEND

### Children with special educational needs, disabilities, or health issues (pages 54-55)

201. Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

202. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the special educational needs coordinator (SENCO) or the named person with oversight for SEND in a college.

203. Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the department’s:

- [SEND code of practice: 0 to 25 years - GOV.UK](#) and
- [Supporting pupils with medical conditions at school - GOV.UK](#)

And from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: [Find your local IAS service](#)
- [Learning Disability - Down syndrome - Williams syndrome | Mencap](#) - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
- [Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#) and [Safeguarding d/Deaf and disabled children and young people | NSPCC Learning](#)

## 10. SCHOOL APPENDIX

### APPENDIX 1: - MAB Lead (Mrs Elizabeth Coalter)

#### Mainstream Autism Base (MAB)

Waseley Hills High School benefits from a purpose-designed Mainstream Autism Base (MAB), that provides a safe, predictable and desirable environment with specialist support for autistic young people.

The MAB has capacity for up to ten pupils. Places are allocated in accordance with the Worcestershire County Council Admissions Policy and any enquiries should be directed through Worcestershire SEND Services.

#### Our primary goals as a MAB are:

- To support our pupils in accessing mainstream education and reaching their full academic potential. This includes, where appropriate, a tailored *Preparing for Adulthood* curriculum and access to *Functional Skills* courses, to ensure that our pupils gain qualifications that will benefit them when they move on from Waseley.
- To develop our pupils' social and emotional communication skills in contextual settings that they will be able to transfer to wider areas of life.
- To foster positive relationships and provide social opportunities in a safe environment.
- To provide opportunities for our pupils to learn and practise key life skills, so that they may live as independently as possible in the future.
- To ensure that our pupils understand what being autistic means for their personal identity, including developing their self-esteem and confidence, and learning self-regulation skills that enable our pupils to have as regulated a day at school as possible – we understand that this, in turn, helps pupils to stay regulated at home.
- To support our pupils' sensory and physical needs and to empower our pupils with strategies to support their own social, emotional and mental health and their day-to-day well-being.
- To encourage our pupils to reach their full potential and make a positive contribution in their school and communities, and, ultimately live healthy happy and fulfilled lives.

Our MAB is an open-plan, autism-friendly environment with designated spaces:

- Our MAB Learning Room has full teaching facilities for small group and 1:1 work, including desktop PCs, a groupwork table and individual desks, a whiteboard and projector.
- Our MAB Common Room is a spacious area with a fully equipped kitchenette, ample tables and seating for activities such as craft and games, personal 'workstations' for pupils to make their own, and many other smaller facilities such as individual pegs and lockers.
- Both our Learning Room and our Common Room are fully equipped with extensive learning and leisure resources and equipment.

- Our Chillout Room is a calming, low arousal space that can be used by pupils to regulate their energy and sensory input levels. It includes a range of sensory resources and equipment.

## Staff

The MAB is led by Mrs Coalter, a qualified teacher and autism-experienced staff member. Mrs Coalter is supported by Mrs Preston, a higher-level teaching assistant and qualified Level 3 Lead Practitioner in Autism and Mrs Court, Level 3 SEN teaching assistant.

The MAB is an integral part of the wider SEND department and as such benefits from the support of the whole SEND team, all of which is overseen by Mrs Craciun, our SENDCO. The SEND team are trained and experienced in supporting autistic young people, and the SEND department at Waseley promotes a friendly, nurturing environment where pupils feel supported and valued. Within the wider school context, staff across the school receive regular training and CPD to promote an understanding of the challenges that autistic young people can face within a mainstream setting. The MAB team work closely with teachers across the school to ensure that staff understand pupils' needs and the strategies that they can use to support them.

MAB pupils are encouraged and supported to access a high percentage of their time within a mainstream timetable, which is enhanced by access to the following (dependant on each student's EHCP):

- A tailored *Preparing for Adulthood* curriculum with specialist support
  - For young people in Key Stage 3 this will cover Employment, Community Inclusion and Personal Development, Relationships, Health & Wellbeing
  - For young people in Key Stage 4 they will achieve national recognised qualifications WJEC '*Pathways to Employment*' qualifications at either Entry Level 3 or Level 1, dependent on their academic ability. Students can complete either or both *Preparing For Employment* and/or *Self Development and Wellbeing* qualifications.
- For both Key Stage 3 and Key Stage 4 the provision is flexible and adaptable so that it can be tailored to meet their individual needs and interests.
- *Functional Skills English* and/or *Maths* can also be offered, at the appropriate level for the young person, if required. This will be determined through baseline assessments.
- Evidence-based interventions (for example, Talkabout for Teenagers) delivered in small groups or 1:1.
- An Educational Psychologist.
- A Specialist Teacher from the Autism and Complex Communication Needs team at Worcestershire Children First.
- A Speech and Language Therapist.
- A dedicated Key Worker within the Waseley MAB/SEND team, available to support any day-to-day anxieties that a MAB student may have, and to support pupils with organisational and time management skills.

- Support from the dedicated team with the Waseley MAB/SEND department, available to support any day-to-day anxieties that a MAB student may have, and to support pupils with organisational and time management skills.

## APPENDIX 2: Curriculum

Target	Tasks undertaken	Monitoring
Waseley Hills High School offers a broad and balanced academic curriculum.	Our curriculum vision is inclusive, well-designed and coherently sequenced in order to establish a strong foundation for all our pupils.	SLT Lead of Teaching and Learning
Waseley Hills High School's curriculum is representative of a diverse, culturally rich community, taking opportunities to celebrate diversity and address strands of social, moral, spiritual and cultural development.	<p>Heads of Year and Subject leaders co-plan and co-design the curriculum to include, represent and celebrate a broad cultural experience.</p> <p>The Trust maintains a commitment to the creative and cultural learning of all pupils, embedding this within the curriculum across all subjects/disciplines.</p>	<p>T&amp;L QA activities – learning walks and drop-ins (SLT, subject leaders).</p> <p>Core Design Group and T&amp;L QA activities – learning walks (SENDCo, SLT, subject leaders).</p> <p>Subject Lead attend Co-Design Groups.</p>
Promoting enrichment activities	<p>No pupil will be excluded from a trip due to a disability or a protected characteristic.</p> <p>Range of enrichment activities are offered for pupils to attend during social time and after school.</p>	<p>Arbor tracker (School's Management Information System) of enrichment activities attended.</p> <p>Class Charts</p> <p>PSHCE Lead</p>
Homework support	Learners with SEND are offered support in the Learning Support Centre during some CULTURE sessions	<p>Achievement Assistants and Keyworkers working with classroom teachers.</p> <p>Class Charts as the homework platform.</p>

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#### **APPENDIX 4: Children with ADHD**

At Waseley Hills High School, we offer support to children with ADHD or children who are going through the ADHD assessment. Weekly interventions are offered, during CULTURE, to support with:

1. Understanding the term: ADHD
2. Learning more about themselves
3. Barriers faced on a daily basis
4. Further support in transition
5. Career and skills
6. Register to Enrichment Activities

#### **APPENDIX 5: Children with Specific Circumstances**

**Looked after children:** Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

Waseley Hills High School has a named LAC Lead who works with the class teachers to ensure that suitable provision is in place. The named SENDCo will also be consulted on the appropriate provision for LAC children if they also have a specific special educational need and or disability, which may affect their ability to access the curriculum or learning facilities in the same way as their age-appropriate peers. All LAC children have a Personal Education Plan (PEP) and if applicable this will link closely to their Individual Provision Map.

**English as an Additional Language (EAL):** The school gives particular care to the identification and assessment of the SEND of children whose first language is not English. It is necessary to consider the pupil within the context of their home, culture and community. Where there is uncertainty about an individual pupil, the school makes full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist. Waseley Hills High School understands that English as an additional language is not equated with learning difficulties. At the same time, when children who have EAL make slow progress, it should not be assumed that their language acquisition status is the only reason; they may have barriers to their learning. The school looks carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEND.

#### **APPENDIX 6: Data and Record Keeping**

Waseley Hills High School will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.

- Show all the provision the school makes which is different from or additional to that offered through the school curriculum on a provision map.
- Keep data on the levels and types of need within the school.
- The SEND Information Report for parents/carers will be published on the school website.

#### **APPENDIX 7: Confidentiality**

The school will not disclose any SEND paperwork related to a child without the consent of the pupil's parents/carers, with the exception of a disclosure:

- To a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for pupils with disabilities allowance in advance of taking up a place in higher education.
- To the Principal (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

#### **APPENDIX 8: PARENT/CARER FEEDBACK**

"We are so happy to see our son achieving his potential, working hard and being happy coming to school"

"Before moving to Waseley, as a family and especially me, were so anxious on how he would navigate the transition to high school and how he would cope. We could not be happier with what has happened. His needs are supported and he is encouraged and pushed to achieve and he has made more new friends in one year than he made in the whole of his 7 years at primary school"

"I am always taken aback by how well Mrs Joshi communicate with me, you problem solve, you are honest with me and you are consistent, you do the things you say you will do. This is not the experience we had in Primary School and I tell everyone how they should consider Waseley because of our experience."

"Thank you, I really appreciate the feedback and everything you do I really mean that"

"Thank you for helping my daughter with making friendships"

**APPENDIX 9: SEND ABBREVIATIONS & GLOSSARY for SEN, Disability and Inclusion documents**

AA	Achievement Assistant
AP	Alternative provision
APDR	“Assess, Plan, Do, Review” cycle in the SEN Code of Practice / Worcestershire Local Offer / Graduated Response
ADD / ADHD	<p>ADD: Attention Deficit Disorder is the term commonly used to describe a neurological condition with symptoms of inattention, distractibility, and poor working memory</p> <p>ADHD: Attention Deficit Disorder or Attention Deficit and Hyperactivity Disorder. This is a condition that includes symptoms such as inattentiveness, hyperactivity, and impulsiveness. Symptoms of attention deficit hyperactivity disorder include a short attention span, constantly fidgeting and acting without thinking. Attention deficit hyperactivity disorder can often be treated with medicines and talking therapies. It is not clear what causes attention deficit hyperactivity disorder, but it tends to run in families. (NHS UK). ADHD is a neurodevelopmental condition; that is to say, its symptoms, behaviours and traits are the result of a person's brain developing differently during the key stages of development before they were born or as a young child</p>
ASD	<p>Autistic Spectrum Disorder is a developmental disorder with symptoms that appear within the first three years of life. Its formal diagnostic name is autism spectrum disorder. The word “spectrum” indicates that autism appears in different forms with varying levels of severity. That means that everyone with autism experiences their own unique strengths, symptoms, and challenges. No two people with autism are the same: every individual exhibits their own distinct traits, experiences vastly different challenges, and has unique abilities and potential. It is a developmental disability that affects how a person interacts and communicates with others. It encompasses a wide range of difficulties, such as cognitive impairment, repetitive activity, sensitivity to sensory input, and learning, emotional or behavioural problems.</p> <p>Triad of Impairments – deficits in:</p> <p><b>Social Communication</b></p> <ul style="list-style-type: none"> <li>• Do not appreciate the social uses or pleasure of communication.</li> <li>• Talk at people rather than to them.</li> <li>• Difficulty with expression of own emotions/feelings.</li> <li>• Understanding the emotions/beliefs of others.</li> <li>• Reading the meaning of gestures, facial expressions, or tone of voice</li> </ul> <p><b>Social Interaction</b></p> <ul style="list-style-type: none"> <li>• Inappropriate touching</li> <li>• Difficulty understanding / using non-verbal body language</li> </ul>

	<ul style="list-style-type: none"> <li>• Personal space issues</li> <li>• Unaware of different social relationships / hierarchy</li> <li>• Struggle to initiate and maintain relationships</li> <li>• Not understanding / reading social cues / rules</li> </ul> <p><b>Social Imagination</b></p> <ul style="list-style-type: none"> <li>• Does not understand others views / feelings/ lack of empathy</li> <li>• Difficulties with Theory of Mind</li> <li>• Restricted creativity</li> <li>• Agitated by changes in routine</li> <li>• Unable to generalise information</li> <li>• Special interests / obsessive / repetitive behaviours</li> <li>• Literality</li> <li>• Rigid thought patterns</li> </ul>
Attachment	<p><u>An Attachment Disorder</u>: is a type of mood or behavioural disorder that affects a person's ability to form and maintain relationships. These disorders typically develop in childhood. As with many conditions, attachment disorder is a spectrum, meaning that some children are more severely affected than others. They can result when a child is unable to have / has never had a consistent emotional connection with a parent or primary caregiver. It is not necessarily indicative of either neglect or abuse.</p>
Autism Champion	Teacher or HLTA who has completed training by WCF to advocate for autistic pupils in school through provision teacher training, pupil and parental/carer support.
Autism Mentor	Achievement Assistant or HLTA position who has completed training by WCF to provide support to pupils exploring their autism diagnosis.
BRSP	Better Reading Support Programme. A 10-week reading programme used to help reduce the cognitive load of reading by developing and improving reading mechanics and reading fluency.
CAMHs	Child and Adolescent Mental Health Services
Cerebral Palsy	Cerebral palsy is an umbrella term for a type of physical disability caused by damage to the brain which occurs before, during, or immediately after, the birth of a child. It affects a person's ability to move and maintain their balance and posture. It is the most common motor disability in childhood and is a lifelong condition
CCET/CPT3A	Certificate of Competence in Educational Training & Certificate in Psychometric Testing, Assessment and Access Arrangements (Level 7 Award for exam access arrangement testing)

Check in, check on and check out	Keyworker role. A pupil's keyworker will check in with a pupil on a Monday and identify barriers to their week, check in on Wednesday and explore support needed for the rest of the week and check out where the week is summarized and a plan for the next week is drawn up.
CIN	Child In Need (Safeguarding) is a child who is thought to need extra help from children's services if they are to achieve or maintain 'a reasonable standard of health or development'. This is defined in law ( <a href="#">Section 17</a> of the <a href="#">Children Act 1989</a> )
CPD	Continued Professional Development of staff – in school Training
CPOMS	Child Protection Online Management System. Teachers record any concern for any pupil
CRST	Central Region Schools Trust
CSE	Child Sexual Exploitation
CYP	Child or Young Person
DLS	Director of Learning & Standards – Heads of Curriculum Subject areas
Dyslexia	<p>Dyslexia is a learning disorder that involves difficulty reading due to problems identifying speech sounds and learning &amp; how they relate to letters and words (decoding). Also called reading disability, dyslexia affect areas of the brain that processes language.</p> <p>Dyslexics become fearful because of their constant frustration and confusion in school. These feelings are exacerbated by the inconsistencies of dyslexia. Because they may anticipate failure, entering new situations can become extremely anxiety provoking. Remember anxiety causes human beings to avoid whatever frightens them.</p>
Dyspraxia	<p>Dyspraxia is also known as DCD (Developmental Coordination Disorder), difficulties of movement: gross or fine motor; perception difficulties. Drawing, writing and performance in sports are also usually behind what is expected for their age</p> <p>Physical signs of dyspraxia/DCD include the following:</p> <ul style="list-style-type: none"> <li>○ Movements appear awkward and lack smoothness</li> <li>○ Extra physical and mental effort is required to carry out movements that others manage easily</li> <li>○ Poor spatial awareness means more trips, bumps, and bruises.</li> <li>○ Difficulty learning the movements required to carry out new practical tasks.</li> <li>○ Difficulty transferring motor skills to new situations or activities.</li> </ul>
EAB	Enhanced Autism Base
EAL	English as an Additional Language. Pupils may have arrived from abroad or may be a refugee, or not speak English at home as their first language

ECT	Early Career Teacher – a teacher just beginning their employment and probationary year(s)
EHCP	Education, Health & Care Plan – available from 0-25 years of age. The process is designed to put the child and family at the centre, and should represent all the needs of a child across education, health, and social care in one place (the ‘plan’). EHCP’s will be a live document that is regularly updated to reflect the development of a child and the plan should document in a clear and accountable way, what support has been agreed between parents, the child (if old enough to contribute) and professionals, to help the child reach their full potential. This is a legal and statutory document that must be reviewed on an annual basis
ELSA	Emotional Literacy Support
Emotional Dysregulation	Emotional dysregulation is a term used to describe an emotional response that is poorly regulated and does not fall within the traditionally accepted range of emotional reaction. It may also be referred to as marked fluctuation of mood, mood swings, or labile mood (easily aroused, freely expressed, and tends to alter quickly and spontaneously).
Enuresis	This is the medical term for involuntary urination or “wetting.” Other words for this problem include incontinence, voiding problems, or urinary accidents. In children it is normally nocturnal bed-wetting
Epilepsy	<p>This is a common condition that affects the brain and causes frequent seizures. Seizures are bursts of electrical activity in the brain that temporarily affect how it works. They can cause a wide range of symptoms. Epilepsy can start at any age, but usually starts either in childhood or in people over 60. Seizures can affect people in different ways, depending on which part of the brain is involved. Symptoms include:</p> <ul style="list-style-type: none"> <li>• uncontrollable jerking and shaking, called a "fit"</li> <li>• losing awareness and staring blankly into space</li> <li>• becoming stiff</li> <li>• strange sensations, such as a "rising" feeling in the tummy, unusual smells or tastes, and a tingling feeling in your arms or legs</li> <li>• collapsing</li> <li>• pass out and not remember what happened</li> </ul> <p><b>PETITS-MAL SEIZURES:</b> An absence seizure causes you to blank out or stare into space for a few seconds. They can also be called petit mal seizures. Absence seizures are most common in children and typically do not cause any long-term problems. These types of seizures are often set off by a period of hyperventilation.</p>
EVAC	EVAC Chairs – The Emergency Evacuation Chairs for a smooth descent of stairways in the event of an emergency for any impaired mobility
FSM	Free School Meals
GCE	General Certificate in Education – Taken in Year 12 and 13 - ‘A’ Level Key Stage 5

GCSE	General Certificate in Secondary Education: Grades 9 to 1. Taken in Year 10 & 11 Key Stage 4
GP	General Practitioner / Doctor
HLTA	Higher Level Teaching Assistant
HOY	Head of Year
HPA	Higher Prior Attaining student
IDL	The IDL Literacy Intervention is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia and is used as an intervention but can also be used effectively as a school wide literacy solution.
IEP	Individual Education Plan
K	SEN Support provided as needed - 'Additional too / different from' support needed in comparison to peers. Will be on the school SEN Register
KA	Key Assessment. Throughout the year there are 4/5 main Key Assessment data collections to check progress in each curriculum subject area
KASE	CRST Curriculum Aims – Knowledge, Attributes, Skills & Experiences
Keyworker	For vulnerable learners, this is a trusted adult who checks in with pupils during their week, provides support (social and academic) and regularly communicates with parents/ carers.
Kinaesthetic Learner	Kinaesthetic learning, or tactile learning is a learning style in which learning takes place by the pupils carrying out physical activities, by doing and feeling - rather than listening or watching demonstrations
LA	Local Authority – Worcestershire County Council – within there is WCF: Worcestershire Children First that supports schools and education
LAC / CLA	Looked After Child (LAC) / Child Looked After (CLA) – supported by the Virtual School > those in care will have a PEP – Personal Educational Plan that is reviewed termly
LD	Learning Difficulty (finds all aspects of the curriculum difficult / a challenge. They will be in the below average range of learning, operating at least two National Curriculum levels below the norm  GLD: General Learning Difficulty MLD: Moderate Learning Difficulty SLD: Severe learning Difficulty
Learning Support	An area within school where SEND pupils can be supported by staff with social or academic needs.
LPA	Lower Prior Attaining student
LGBTQ+	Lesbian, Gay, Bi-Sexual, Transgender and Queer

MAB	Mainstream Autism Base
MET	Medical Education Team – a school / alternative provision where pupils can be educated because of a medical diagnosis and are unable to attend a mainstream school
MLD	Moderate Learning Difficulties: All learning difficulties affect the way a child learns new things in any area of life, not just at school. A learning difficulty can cause difficulties with understanding new or complex information, learning new skills, and coping independently. Children with moderate learning difficulties will have noticeably more difficulty accessing education than their peers. It is likely that they will struggle to make progress in one, or many areas of the curriculum, typically struggling with learning basic numeracy and literacy skills, and will learn at a slower pace than their peers, even with appropriate differentiation.
NEET	Not in Education, Employment or Training. Many interventions including AP – Alternative Provisions may be considered to support the individual student <ul style="list-style-type: none"> <li>o Progress English that leads to a Functional Skills Level 1/2 qualification</li> <li>o Entry Level Maths and Science – that leads to a Pass/Merit/Distinction qualification</li> <li>o ASPIRE Academy</li> <li>o The Forge</li> <li>o MET – Medical Education Team</li> </ul>
Neurodiversity	Neurodiversity refers to the diverse ways the brain can work and interpret information. It highlights that people naturally think about things differently. This means that some pupils will have needs that do not fit under just one category of need. A pupil may have a diagnosis of a specific condition that would fit into one of the broad areas of need but if they are not receiving additional to or different from provision they are not classified as SEND.  Most people are neurotypical, meaning that the brain functions and processes information in the way society expects.
Neurotypical	Definition of neurotypical: not affected with a developmental disorder and especially autism spectrum disorder : exhibiting or characteristic of typical neurological development neurotypical pupils the neurotypical brain Other Words from neurotypical More Example Sentences Learn More About neurotypical Keep scrolling for more
NGRT	New Group Reading Test – used as an indicator of reading age (from GL Assessments)
Oral Sensory seeking	This is where a CYP continues to put things in their mouth after the age of two, is commonly reported alongside sensory issues, autism, developmental delays and learning disabilities. They might continue to chew or suck on non-food objects as they may be hypersensitive to objects in their mouths, and therefore may require/crave more oral stimulation. These CYP will often bite, chew, and/or suck on any object they can get their hands on to fulfil this sensation

PASS	Pupil Attitudes to Self and School – short self-evaluation used as an indicator of how the student views school / attitudes that could be hindering achievement
PDA	Pathological Demand Avoidance is a profile that describes those whose main characteristic is to avoid everyday demands and expectations to an extreme extent. It is a developmental disorder which is distinct from autism but falls under the spectrum.
PCSO	Police Community Support Officer
PEP	Personal Educational Plan
PP – Disadvantaged and vulnerable	PP – Pupil Premium (Low annual family income / Adopted from care, receiving Free School Meals (FSM), Ever 6 – received FSM in the last 6 years / Parent in Armed Forces / Services), Pupil Premium Plus (previously LAC), Asylum Seekers, Gypsy Roma Travelers, allocated Social Worker
PT	Personalised Timetable – some pupils may need a bespoke timetable for whatever reason e.g., medical operation, learning interventions required. The curriculum can still be broad and balanced but bespoke to need and future ambitious aspirations relative to starting point. This will be on an individual basis – discussed with TAC meetings, pupils, and parent carer  All pupils will be on a full-time timetable
SALT	Speech and Language Therapist / Therapy
SEMH	SEMH – Social, Emotional, and Mental Health: ADD/ADHD. Long or short term and can also be related to traumatic events e.g., bereavement, anxiety, depression, eating disorders, self-harm, self-esteem or anger
SENDCo	Special Educational Needs and Disability Co-Ordinator who will have the NASENCo Award.
SEND	Special Educational Needs and Disability
SENDIASS	Special Educational Needs and Disabilities Information, Advice and Support Service, Independent advice, and guidance
Sensory Processing	A <a href="#">sensory processing disorder</a> is a condition in which the brain has trouble receiving and responding to information that comes in through the senses.  Formerly referred to as sensory integration dysfunction, it is not currently recognized as a distinct medical diagnosis.  Some people with sensory processing disorder are oversensitive to things in their environment. Common sounds may be painful or overwhelming. The light touch of a shirt may chafe the skin. Others with sensory processing disorder may be uncoordinated, bump into things, be unable to tell where their limbs are in space and be hard to engage in conversation or play. Sensory processing problems are commonly seen in developmental conditions like autism spectrum disorder
SpLD	SpLD – Specific Learning Difficulty: far greater oral ability, but recording (writing or reading difficult)

	<ul style="list-style-type: none"> <li>o Dyslexia – literacy difficulties that primarily affect the skills in accurate and fluent word reading and spelling, alongside difficulties in phonological awareness, verbal memory, and verbal processing speed</li> <li>o Dyscalculia – numeracy / calculations difficulties</li> <li>o Dysgraphia – the condition of impaired letter handwriting</li> <li>o Dyspraxia – also known as DCD (Developmental Coordination Disorder), difficulties of movement: gross or fine motor; perception difficulties.</li> </ul>
SIMS	School Information Management System – comprehensive database system for managing all school information
SLCN	Speech, Language and Communication Needs. This is the umbrella term most used to describe these difficulties. Children with SLCN may have difficulty with only one speech, language, or communication skill, or with several. SLCN is also the term given to describe the extensive range of needs related to all aspects of communication – from understanding others to forming sounds, words, and sentences to expressing ideas and emotions and using language socially
SLT	Senior Leadership Team
Somatic Sensation	This is the bodily sensations of touch, pain, temperature, vibration, and proprioception. (Blumenfeld, 276) The process by which the nature and meaning of tactile stimuli are recognized and interpreted by the brain, such as realizing the characteristics or name of an object being touched. (Includes) the sensation produced by pressure receptors in the skin. The somatosensory system tells us what the body is up to and what is going on in the “environment” by providing information about bodily sensations, such as touch, temperature, pain, position in space, and movement of the joints. Unique among sensory systems. It is not localized in the head as are vision, hearing, taste, and smell, but is distributed throughout the entire body. (Kolb, 368) Also referred to as 'sensory system,' 'somatosensory system,' and 'somatosensation.'
SSAT	Schools, Pupils and Teachers Network
SWO	Student Welfare Officer
Student Support House	Teaching and Learning Resource area for targeted and personalised interventions
TAC	Team Around the Child – Multiple areas of the school meet with the student and parent/carer for maximum support
TS	<u>Tourette's syndrome</u> : is a neurological disorder characterized by sudden, repetitive, rapid, and unwanted movements or vocal sounds. Controlling tics can be tiring. A person may have a sudden release of tics after a day trying to control them, like after returning home from school. Tics may be less or more noticeable during activities involving an elevated level of concentration
WCF	Worcestershire Children First – support for education within the LA