



SEND Policy

2018-19

This policy will be reviewed by the Governing Body annually.

This policy was last reviewed and agreed by the Governing Body or Proprietor November 2018
it is due for review November 2019

COMPLIANCE

This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools – (DfE May 2014)
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions September 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Joint Council for Qualifications (JCQ)
- Sexey's School Disability Policy (Exams)
- Sexey's School Exam Access Arrangements Policy

Special Educational Needs and Disability (SEND) - Sexey's School Information.

The Headteacher, Mrs Helen Cullen, has overall responsibility for SEND at Sexey's School.

The designated teacher responsible for coordinating SEND provision for children/ young people is: Mrs Pam Howes, who can be contacted via email phowes@sexeyes.somerset.sch or by telephone 01749 813393. This person, the SENDCo, is not a member of the Senior Leadership Team (SLT). Mr Philip Clackson (Assistant Headteacher, Pastoral) is the Line Manager and advocate for SEND on SLT.

The person coordinating the day to day SEND provision for children/ young people at Sexey's School is Mrs Pam Howes (SENDCo).

This policy was developed in conjunction with parents, carers, students, governors, teachers, teaching assistants and the Senior Leadership Team.

Aims and Objectives

Sexey's SEND support is used to enable and empower our students so that they develop confidence and growing independence. We consider this culture of inclusion to be everyone's responsibility and it exists throughout the school both in the classroom and in boarding. It is driven by the high aspiration we have for all young people in our school to make a successful transition into adulthood, whether into employment, further or higher education or training, leading to a happy, fulfilled and productive life.

AIMS:

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all young people can thrive;
- To identify individuals who need extra help and support;
- To enable each young person to take part and contribute fully to school life'
- To develop each individual's self-esteem and positive view of him or herself as a learner;
- To provide access to and progression within the curriculum'
- To involve young people in planning to address and monitor their special educational needs and /or disability;
- To work in partnership with parents to support their children's learning and health needs'
- To prepare young people for life beyond school;
- To provide quality training for staff in special educational needs and disability.

OBJECTIVES:

- To identify and provide for young people who have especial educational needs and additional needs;
- To work within the guidance provided in the SEND Code of Practice, January 2015
- To operate a person-centred, whole school approach in the management and provision of support for young people with special educational needs or disability;
- To employ a Special Educational Needs and Disabilities Coordinator (SENDCo) who will work with the Student Support Team, Academic and support staff within the bounds of the SEND policy.
- To provide support and advice to all staff who work with young people with SEND.

Categories of Special Educational Needs

The SEND Code of Practice: 0 to 25 (June 2014) identifies SEND under four broad areas of need (sections 6.28 – 6.35):

- I. Communication and interaction
- II. Cognition and learning
- III. Social, emotional and mental health difficulties
- IV. Sensory and/ or physical needs

Young people may have needs in more than one category and we aim to ensure that individual plans match personal priorities and identified needs.

Sexey's School staff use a wide range of tools to assess the amount and level of SEND support required. Many of our students with additional needs are identified by their primary school teachers or Special Educational Needs Disabilities Coordinator (SENDCo). There is close liaison between the primary feeder schools and SEND team and the transition coordinator at Sexey's, followed by careful planning to ensure that learning differences are catered for.

We adapt a whole school approach to identifying needs. The testing of literacy attainment is carried out in the first half of term with all students and this information is used to identify those needing support, to monitor progress and to build up evidence for exam boards in case the student needs support in external examinations later on. Subject teachers regularly monitor students to ensure they are making progress and to look for any unexpected difficulties or slow progress. They will refer to S3 (Student Support at Sexey's) if high quality teaching and learning, along with classroom support isn't sufficient to overcome barriers to learning. Teaching Assistants identify any students with communication needs or those lacking in confidence and will refer these to SENDCo for formative assessment.

If a member of staff identifies a student is struggling they may also refer the student to the SEND department using Appendix 1. The SENDCo, will then offer advice on strategies or suggest a specific intervention. Following consultation with families, external organisations may be brought in to carry out further assessment and to advise the teaching staff.

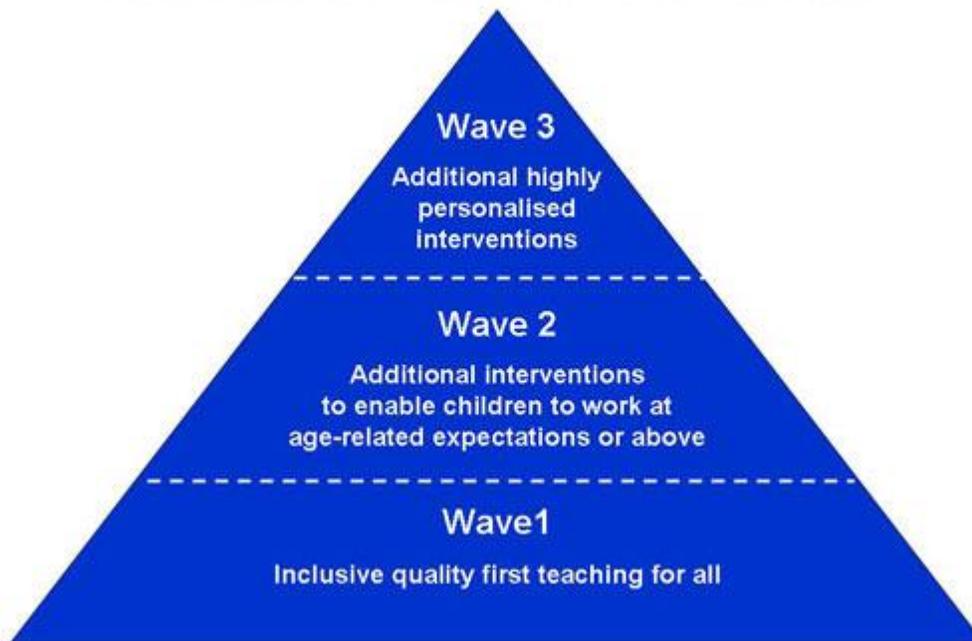
All staff at Sexey's listen to concerns of parents and carers and appreciate that they have a unique insight in to their children.

Learning needs are managed either by using additional support (SEND Support, Wave 2) or by having an Education, Health and Care Plan (SEND Support Wave 3). The majority of children/ young people with special educational needs or disability will have their needs met through a whole school approach and be placed on the SEND register at the level of 'Wave 1 High Quality Teaching' in compliance with the SEND Code of Practice 0 to 25 (January 2015)

We acknowledge that at Sexey's, all teachers are teachers of SEND and all pupils have access to a balanced curriculum. Teachers set high expectations of every pupil. Our teachers are responsible and accountable for the development and progress of the students in their class, including where they access support from Teaching Assistants or specialist staff.

Graduated Response:

Waves of Intervention Model



Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Universal Provision, differentiated for individual learners is the first step in responding to those who have or may have learning needs. This is known as a 'graduated response'.

We regularly review the quality of teaching for all students including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a young person may have special educational needs. If a young person has been identified as having special educational needs, personalised learning profiles will be created (appendix 2) and support and provision will be assigned on need.

Where SEND needs have been identified through assessment and/or diagnosis, the decision is recorded in the school records and the parents/carers are informed in writing that special educational provision is being made. The SENDCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for young people identified with SEND.

Staff monitor the progress of all students to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Example of other influences upon progress may include:

- Attendance and punctuality

- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After (CLA)
- Being a child of Service personnel?
- Disability where there is no impact on progress and attainment
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

Managing SEND Children at Sexey's School

Where a young person is identified as having SEND and/or a disability, Sexey's School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (January 2015) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents/ carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

In addition to the normal reporting arrangements, parents are informed about the progress if they are following additional programmes or interventions. Contact is achieved through email or telephone and regular parents' evenings. Students are actively encouraged to take ownership of their own learning and target- setting. For students with Education Health and Care Plans (EHCP), Person Centred Planning and Review meetings take place so that families, and young people are involved in deciding next steps and parents/ carers are advised on how to help support learning outside of the school.

The SENDCo is responsible for maintaining and updating records and plans in partnership with subject teachers. If a student fails to make progress the SEND team will be asked to identify further strategies or interventions. Information will be captured using person-centred approaches including creating a personalised One Page Profile (appendix 3) to share the young person's views in what help they prefer. A central provision map (appendix 4) is also used as a snapshot of what a young person is receiving that is 'additional to' or 'different from' what is widely available.

If the SENDCo identifies that Sexey's School is unable to fully meet the needs of a student throughout own provision arrangements, external advice is gained through our colleagues in Education, Health or Social Care. A joint framework for working or Common Assessment Framework (CAF) process will be used and this will always be in collaboration with parents and carers and the young person's wishes and views will be actively sought. **(See sections 6.36 to 6.56 and 6.58 to 6.78 of SEND Code of Practice January 2015)**

Coming off the SEND Record

A young person will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some students may require support for particular aspects of their learning which may be due to their underlying learning issues. All students will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some young people, it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided of when it will cease.

Some students with particular needs, usually long-lasting, may develop skills and strategies which help to minimise the impact of their difficulty to a level which the need can be met through quality first teaching. An example of this might be a student with dyslexia, who has had support and achieved a

functional level of literacy and now uses Assistive Technology and therefore has become a confident and independent learner as a result and is making good progress. In this case, additional support may no longer be necessary, even though the student requires Examination Access Arrangements (EAA). Hence, this student would not need to be on the SEND register even though teachers would still need to be informed that the student had dyslexia.

A young person with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where the young person no longer requires the special education provision as specified in the EHC Plan. However, his or her progress will continue to be monitored by using the school's tracking systems.

Supporting Pupils and Families

SEN information and the Local offer

Sexey's School presents SEN information in three ways:

1. By information placed on the school website which can be found under the 'Parents' Section; SEND Student Support.
2. By following the link to the local authority's Local Offer Website www.somersetchoices.org.uk/family/information-and-advice/education/ using the search engine to find our school or other Somerset Schools. The local offer website holds a directory of facilities and resources available from many services within Somerset.
3. Through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request.

Admission Arrangements

Sexey's School uses the local authority arrangement for School Admissions and is a fully inclusive school. The agreement is mindful of national requirements supporting all young people including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Sexey's makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptation is required to support physical or medical needs, Sexey's liaises with the local authority education services, health services and parents/ carers to ensure that appropriate arrangements are made to meet the individual medical conditions. More information can be found in the Local Offer information held on the local authority's website at www.somersetchoices.org.uk/family/information-and-advice/education/.

Transition Arrangements:

Sexey's school is committed to ensuring that parents / carers have confidence in the arrangements for young people on entry to our school, in the year to year progression and at the point of exit and transition to the next school.

Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education in collaboration with our Independent Careers Advisor, Mrs Wendy Watson. The SEND team at Sexey's school has transition in to adulthood at the heart of all that we do. Therefore there is a focus on developing independence and confidence. In the main, TAs do not sit next to students unless there is a specific reason to do so. In this way, students learn to use initiative and develop confidence in asking for support rather than becoming dependent on an additional person, which does not reflect adult life.

Prior to starting, there is close liaison between our feeder schools and SENDCo and Key Stage 3 Coordinator. The SENDCo attends transition reviews. We hold a transition day just for our SEND students joining us in Year 7. The date is confirmed with our local feeder schools to ensure all who are joining us can attend. It usually takes place the week before the Somerset Year 6 Transition Day. Students coming from out of catchment are also invited. There are additional parents' meetings and individual meetings with the SENDCo.

During their time at Sexey's, students with Education Health and Care Plans (EHCP) are supported to think about their long-term goals and they will have annual Person Centred Reviews with their parents / carers. These help school staff and people at home to think about the 'whole person' and what we need to do to help them get to the next stage in their lives. This process is usually an empowering experience as it gives a degree of control that can sometimes be missing in the life of a young person with additional needs.

Young people for whom a request for assessment is made for an EHC plan will be assessed using the SEND Code of Practice: 0-25 9 (DFE January 2015) and if appropriate, issued with an EHC Plan. Students may also receive additional funding to support their needs if they meet the require for Band 2 or above.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have access to education, including school trips and physical education. The school has a medical needs policy to help provide further guidance to all staff. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The school has a medical needs policy that also

Some students may have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed.

Accessibility

The school has an Accessibility Plan (Appendix 5) that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools- (May 2014)'. We comply with the requirement to support young people with disability as defined by the Act.

- Assistive Technology
- Physical Environment (lift, wheel chair access)
- Differentiated access to the curriculum
- Examination Access Arrangements

Sexey's School publishes its Accessibility Plan on the school website.

See Sexey's School Sexey's School Disability Policy (Exams) for further information on exam accessibility.

Further information about our school's accessibility can be found on the local authorities Local Offer website; this can be found at www.somersetchoices.org.uk/family/information-and-advice/education/

Exam Access Arrangements and Concessions

Students identified by teaching staff as potentially requiring extra support for exams are assessed by our external assessor in the Summer term of Year 9. If new students join the 6th form, they are assessed in their first term. The SENDCo then completes any paperwork required and makes an application through the JCQ for Exam Access Arrangements (EAAs). Students and Parents are then required to sign to agree to concessions awarded to them. These concessions must then be the candidates 'normal way of working' wherever possible. Should a student choose not to use their EAA they will be asked to sign a declaration, this effectively means that the EAA is no longer their normal way of working and therefore will be removed. See Sexey's School Sexey's School Disability Policy (Exams) and Sexey's School Exam Access Arrangements Policy for further information on EAAs and accessibility.

Monitoring and Evaluation of Special Educational Needs and Disability

Provision for young people is monitored and evaluated through

- Monitoring classroom practice
- Gathering views of individual young people
- Teaching Assistant views
- Teacher monitoring,
- Parent/ carer's feedback
- Tracking of student data and results including at data drops
- Residuals
- Termly monitoring of procedures and practices by the SEND Governor
- Using school data to ascertain effectiveness and value for money.

Qualitative measures are considered as well as examination results (such as how prepared a young person feels to move on to the stage of education, or how they are in school).

Sometimes a student fails to make expected progress in spite of our best endeavours and where this is the case the SENDCo, in collaboration with the young person and family, other staff and/or external services, will look at the case in detail to gain an understanding of what the barrier to learning is so that additional provision can be put in place.

Training and Resources

The SEN Budget is made up of 3 components. Element 1 funding is the basic per-pupil entitlement (ie school place). Element 2 is the notional SEN budget to help make special educational provision meet the needs of children with SEND (£6000 per student). Element 3 funding is the High Needs Funding which can be applied when an EHCP application is made. This is only for students whose needs cannot be met alone by Element 2 funding.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self evaluation process.

All teachers and support staff undertake induction on taking up a post and this includes training with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo completed the NASENDCo award in September 2016 and is a member of National Association of Special Education Needs. SENDCo regularly attends the Local Authorities SENDCO network meetings and is part of the Somerset SENDCO Forum, in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

SEND Governor: The Governor with oversight of the arrangements for Special Educational Needs and Disabilities is Mrs Jan Whittaker.

SENDCo: Mrs Pam Howes oversees the S³ Department (SEND) and line management of the Higher Level Teaching Assistant (HLTA) and Teaching Assistants (TA's).

Mrs Sarah Bailey – Numeracy Coordinator, TA across the curriculum and ELSA

Ms Janie Budd – ASD Link, ELSA and TA in English

Mrs Jannine Bowtell – TA across the Curriculum

Mrs Janice Carr – TA across the curriculum

Mrs Deborah Day – Pupil Premium and SEND Administrator

Mrs Maggie Harding – TA across the curriculum

Miss Jaki How (HLTA) is the intervention manager and completes assessments of students and Literacy Coordinator

All members of the SEND team, which is referred to as S³ (Student Support @ Sexey's) can be contacted via SENStaff@sexey.somerset.sch.uk or 01749 813393.

Mr Philip Clackson (Assistant Head Teacher Pastoral) is the Designated Teacher with specific Safeguarding responsibility and is also the CLA coordinator

Nursing Sister Rosemary Light is responsible for managing the schools responsibility for meeting the medical needs of pupils in collaboration with Mrs Pam Howes (SENDCO).

Storing and Managing Information

All data including data stored electronically is subject to Data Protection Law.

All paper records will be held in line with the school's policy / protocol on security of information. All people working with a particular student will have access to records or reports, but the originals will be kept securely and confidentiality will be maintained.

Reviewing the SEND Policy

The SEND policy is reviewed annually by parents, carers, students, governors, teachers, teaching assistants and the Senior Leadership team.

Dealing with Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCo.

Sexey's School publishes its Complaints Policy on the school website

Links to other related policies

Supporting Children at School with medical conditions

Accessibility Policy

Equality / Equality information and objectives

Safeguarding

Anti-bullying

Sexey's School Sexey's School Disability Policy (Exams)*

Sexey's School Exam Access Arrangements Policy*

***Available on Moodle under Exams**

Amendments:

September 2015 SENDCo name amended to Mrs Pam Howes

Department name amended from Learning Support to Student Support at Sexey's (S³)

SEND Governor name amended to Mrs Jan Whittaker December 2016

Staffing amended to include Mrs Janice Carr June 2018

Appendix 1

Student Support Referral Form

Assess-Plan-Do-Review



Student name:

Tutor group:

Staff name:

Subject:

Date of referral:
register?

Is the student on the SEN

Classification (K)*:

C&I

C&L

SEMH

S&P

Please describe the nature of the student's issue(s) or your concerns in terms of how they are finding it difficult to access the curriculum:

Please indicate on the provision map below what you have already done to address the student's needs by means of high-quality differentiated teaching and other individual targeted support and add any further comments here.

What impact have the strategies had?

Have the parents been involved and what are their views?

Referral actioned by: _____ on: _____

Provision Mapping: Student Name:

School: Sexey's School

Year Group:

Date:

Area of Need	Wave 1 Universal Provision: Quality First Teaching using differentiated strategies and delivery methods recognising that all teachers are teachers of SEN	Wave 2 SEND Support Provision that is 'additional to and different from', managed by depts	Wave 3 SEND SUPPORT Support specifically linked to an individual's targets, managed by SENCo
Cognition and Learning Needs	Teacher individual targets Class rules, rewards and sanctions Differentiated curriculum Differentiated teaching groups for English and Maths Key Word lists Coloured overlays/paper Opportunities for speaking and listening Writing Frames Mini whiteboards Multi sensory teaching Task broken to small chunks Pair work/teamwork Think pair share Modelling Learning Mats Memory techniques Colour coded activities (RAG) Work printed on coloured paper (unless the student is wearing coloured glasses.) Seated next to a student that can offer peer support. Whiteboard resources printed as handouts. Alternative methods of recording other than writing allowed and encouraged. Dictionaries and thesauruses available. Seating plans	Small group activities Individual; teaching TA support Booster lessons/drop in sessions Specialist assessment Visual timetables Small group English/ Maths Reading in class minimised. Where needed, it should be given in advance to enable preparation. Access to high interest/low readability books. Access to text/books provided orally. Use of appropriate ICT , tablet/ laptop Extra time given to complete assessment. Reduced work load allowed for class work and homework Practising with a scribe Printing off homework for students without ICT at home	Individual intensive teaching Intensive TA support 60-90% External Agency involvement Read, Write, inc Individualised Literacy Intervention (ILI) Intervention to increase fluency in phonics and reading e.g precision teaching Text to speech and speech to text software Access arrangements for exams – laptop, extra time, rest breaks, a reader, separate room Annual Reviews
Communication and Interaction needs	Differentiated curriculum planning - Simplified language Visual aids Modelling Structured routines Verbal instructions and information backed up by visual support	Use of symbols Visual timetable In class support with speech/language focus 40% Student to have the opportunity to repeat	1:1 Speech & Lang Programme Social use of language Group Specialist Autism Team Visual timetable/instruction cards TA support

	<p>Tasks broken down into smaller chunks</p> <p>Time given to formulate answers in class</p> <p>Seating plans</p> <p>Multi-sensory approach</p> <p>Demonstration; listen; read; record</p>	<p>and summarise what has been taught.</p>	<p>Access to S3 break and lunchtime</p> <p>Study skills</p>
<p>Social, Emotional and Mental health.</p>	<p>Seating plans</p> <p>Positive support/praise</p> <p>Whole school approach</p> <p>Class rules</p> <p>Class reward system</p> <p>Parent links</p>	<p>Boxall profile</p> <p>NFER Assessment</p> <p>Restorative Justice</p> <p>TA support</p> <p>IBP</p> <p>PSP</p> <p>Alternative Curriculum</p> <p>Parental Contact</p> <p>Quiet room/place</p>	<p>NFER Assessment</p> <p>ELSA</p> <p>Teacher time 1:1</p> <p>PSP</p> <p>Parental contact</p> <p>Alternative Curriculum</p> <p>Restorative Justice</p> <p>Social Skills</p> <p>S3 Lunchtime/Break time</p> <p>Quiet room/place</p> <p>Individual mentoring</p>
<p>Sensory and/or Physical needs</p>	<p>Individualised resources e.g .</p> <ul style="list-style-type: none"> ▪ Writing slopes ▪ Pencil grips ▪ Use of appropriate fonts and font sizes <p>ICT</p> <p>Hearing/visual aids and equipment</p>	<p>OT programmes</p> <p>Alternative recording</p> <p>Additional handwriting</p> <p>Touch typing</p>	<p>Physiotherapy support</p> <p>Individual support for PE specialised programme</p> <p>Individual free time support</p> <p>Assistance to move around site</p> <p>Access to PC/laptop</p> <p>Additional TA support in practical lessons</p>

Student Support Referral Form

Assess-Plan-Do-Review

For completion by SENCO in preparation for Student Action Meetings (SAM)

Date	ACTION

ILP Required? – Yes /No

Further Assessments needed?:-

Intervention data:

Intervention	Length of Intervention	Starting Data	End Data	Progress Made?

Amendment to SEN Register required? YES/NO

Suggested Date for Review _____

Distribution:-

Appendix 2:

	PROFIL E	KS3 Targets		Spring 1 Grades	Spring 11 Grades	Summer 1 Grades	Summer 2 Grades	SEN Support in Place	Student's Engagement with SEND support
	SEN Support – K: SLCN	English Language	0.5	0.5	0.5	0.5	0.5	One-page profile given to all teaching and boarding staff	Transition Review attended
		Geography	0.5	0.6	0.6	0.6	0.6	1:1 Literacy with JHo	Uses Prep@S3 for support
		History	0.5	0.6	0.6	0.6	0.5	BOWS group	Parents in regular contact with SENDCo
		IT	0.6	0.7	0.7	0.7	0.6	Private SALT outside of school	Annual PCR
		Maths	0.6	0.6	0.7	0.7	0.7		
		Fr	0.4	0.5	0.5	0.5	0.5		
		RS	0.6	0.6	0.6	0.6	0.6		
		Science	0.6	0.4	0.5	0.5	0.5		
		Music	0.6	0.6		0.7	0.7		
		PE	0.5	0.4		0.4	0.3		
		Art	0.5				0.5		
Attendance	>95	DT	0.5				0.5		
		Food	0.5				0.6		
		Photography	0.4				0.7		
		Textiles	0.5				0.4		

Appendix 3: One Page Profile example

PICTURE

NAME

DoB:

**NOTES
SEMH**

I would like you to know that:

I find it difficult to:

It would help me if you could:

I will help myself by:

- Children who suffer from SEMH struggle to overcome trust issues which makes forming relationships with peers and adults incredibly hard. The nature of SEMH means that those who suffer from it face barriers in their educational and social development, and as such, in legislative terms, are classed as having 'learning difficulties'.
- SEMH can affect a child's ability and will likely be a barrier to their learning.

Top 3 Strategies:

1. Have a clear routine of in class practises
2. Clearly set out targets in each lesson
3. Rewarding and reinforcing positive behaviour

Appendix 5: Accessibility Plan:

This policy links to the Accessibility Plan