



Rugby Free

Secondary School



SEND Policy

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1. Introduction

This policy should be read in conjunction with the Special Educational Needs and Disability Code of Practice, and the Equality Act 2010.

Rugby Free Secondary School is committed to meeting the needs of all students and to ensure that they have access to a full curriculum. We provide effective learning opportunities for all students by responding to students' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning.

Appropriate adaptation of the curriculum will be planned by all teachers working alongside Directors of Learning, utilising a range of strategies and resources. All teachers share the responsibility for the education and wellbeing of all the students in our care.

Trust Leaders recognise the need for appropriate resources including staff and accommodation for Special Educational Needs and disabilities. Our SEND provision is co-ordinated by the Special Educational Needs and Disabilities Co-ordinator (SENDCO), who ensures that the School adheres to the Code of Practice. At Rugby Free Secondary School, we have two SENDCOs – these are Mr David Iles and Mrs Lizette Hummel.

The SENDCOs work closely with the Assistant Headteacher for SEND and Inclusion, Mrs Lizi Towle, who has strategic oversight of this area. All three staff work in partnership with the Local Authority and our assigned PLANCOs.

At Rugby Free Secondary School, we have Specialist Resource Provisions led by our SRP Manager and Lead Teacher, Mrs Katy Coupe.

The aforementioned staff are supported by our Assistant SENDCO, Mrs Freya Davies, and our Interventions Manager, Miss Samantha Malt.

2. Foreward

This policy should be read in conjunction with Rugby Free Secondary School's SEND Information Report. This is available to parents/carers on the school website and it forms a contributory part of Warwickshire's Local Offer. The Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Rugby, Warwickshire, who have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

More information about the Local Offer can be found at:
<https://www.warwickshire.gov.uk/send>

This policy should also be read in conjunction with other policies that can be found on the Rugby Free Secondary School (RFSS) website (e.g. SEND Information Report; Equality Information and Objective Plan; Accessibility Plan; Teaching & Learning policy and Behaviour policy).

3. Our Vision

Our vision is to ensure every child is recognised as an individual and to ensure all of our students believe that they can achieve any goal by working hard and having the highest expectations of themselves in everything they do. We aim to deliver a bespoke and enhanced education that can respond and react to the needs of each child, nurturing their unique potential, fostering independence and allowing them to discover their own strengths and passions within a safe and supportive environment.

At Rugby Free Secondary School, we have a positive ethos that promotes inclusion of all students in order that they can achieve their full potential. We are committed to ensuring all students have a broad and balanced curriculum and that all staff aim to deliver Quality First teaching that is differentiated and adapted, ensuring their lessons respond to the strengths and needs of all students.

To achieve our vision, we will:

- Create a positive learning environment alongside providing high-quality specialist support and interventions that meets the special educational needs of each child
- Ensure that the special educational needs of children are identified, assessed and the interventions and additional support needed are provided for those individuals
- Focus on maintaining an inclusive practice and removing barriers to learning
- Provide an enhanced and diverse curriculum which prepares them for the next stage of education or training
- Provide students with the knowledge and skills to thrive in adulthood

4. Legislation and Guidance

This policy and information report complies with the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for Education, Health and Care (EHC) plans, SEND coordinators (SENDCo) and the SEND information report

The Equality Act (2010), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.

5. Definition

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

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- need extra support that is 'additional to' and 'different from' the support that other children of their peers.

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.

Some children and young people who have SEND may have a **disability** under the Equality Act 2010 – that is '...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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

6. Equality Act 2010

The Equality Act 2010 brought together and replaced the previous antidiscrimination laws, such as the Disability Discrimination, Race Relations, and Equal Pay Acts with a single Act. The majority of the Act came into force on 1 October 2010.

What the Equality Act means to our school

As a school we must not discriminate against a student:

- In the way we provide education for the student
- In the way we allow the student access to a benefit, facility or service
- By not providing education for that student
- By subjecting the student to any other detriment

As a school we must not directly or indirectly discriminate against, harass and victimise disabled children and young people. Our school's duty to our students goes beyond just the formal education we provide and covers all school activities such as extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well

as school facilities such as libraries and IT facilities. A school has a duty to make reasonable adjustments for disabled people. The Equality Act extends the duty to make reasonable adjustments to cover the provision by a school of auxiliary aids and services. The Act specifically identifies provision of information in an accessible format as a reasonable adjustment. The duty to make reasonable adjustments sits alongside the duties of a school and of local authorities. In some cases, the support a disabled student may receive under the SEND framework may mean that they do not suffer a substantial disadvantage and so there is no need for additional reasonable adjustments to be made for them. In other cases, disabled students may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled students who do not have special educational needs, but still require reasonable adjustments to be made for them. (Please see the school Equality Information and Objective Plan and Accessibility Plan)

7. Responsibilities

The Trust recognises it has a statutory obligation to adopt formal policies and establish workplace procedures for dealing with the SEND Policy. The Trust recognises that the SEND Policy rules and procedures promote good employment relations and is committed to dealing with matters in a fair and consistent way.

The SENDCO

The school SENDCO's are Mr David Iles (David.Iles@rugbyfreesecondary.co.uk) and Mrs Lizette Hummel (ehummel@rugbyfreesecondary.co.uk)

They will:

- Be a qualified teacher working at the school and have achieved a National Award in Special Educational Needs Co-ordination within three years of appointment.
- Ensure that the SEND Code of Practice is adhered to
- Work with the Assistant Headteacher to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and quality first teaching
- Advise on the graduated approach to providing SEND support and ensure that the Assess, Plan, Do, Review cycles are implemented in order to support children with SEND
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the Local Authority and its

support services

- Liaise with potential future educational providers to ensure students and their parents are informed about options and a smooth transition is made between providers
- Liaise with Primary Schools and their SENDCo to ensure students and their parents have a smooth transition to RFSS
- Work with the Headteacher and LAB Board to ensure that school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the schools keeps the records of all students with SEND up to date
- RFSS believe that our partnership with parents is vital in delivering the right support for a child as parents/carers know the needs of their child best. RFSS will always ensure that parents/carers are always kept informed of their child's progress. RFSS will have an Open Door Policy whereby parents can approach the SENDCo, Headteacher or Designated Safeguarding Lead to raise any concerns.

Assistant Headteacher, SEND & Inclusion

The Assistant Headteacher is Elizabeth Towle, (etowle@rugbyfreesecondary.co.uk)

They will:

- Work with the Headteacher and SEND LAB Link to determine the strategic development of the SEND policy and provision in the school.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Ensure the necessary provision is made for a student with SEND.
- Provide strategic and operational direction for the SEND department
- Raise the profile of the SEND department and those within it across the school
- Help to raise awareness of SEND issues at senior leadership and LAB board meetings.
- Monitor the quality of effectiveness of SEND and disability provision within the school and update the LAB on this regularly.
- Liaise with potential next providers of education to ensure that a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaise with other schools and external agencies, especially the local authority and its support services

The Headteacher

The Headteacher is responsible for the management of all aspects of schoolwork, including provision for students with SEND. They will:

- Work with the SENDCO and the Assistant Headteacher to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Keep the governing body informed regarding SEND issues
- Deploy all SEND personnel within the school
- Monitor and report to Governors in regard to the implementation of the school's SEND policy and effects of Inclusion Policies on the school as a whole

Subject Teachers and Form Tutors

All teaching staff are responsible for:

- The progress and development of every student in their class
- Providing Quality First teaching for all students
- Using the Student-Centred Plan (SCP) provided by SENDCO and support staff in differentiating appropriately and implementing the reasonable adjustments for SEND students in class
- Working closely with any Learning Support Assistants (LSA) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Providing the specialist support staff and LSA with key vocabulary and concepts in order to support SEND students with reviewing learning and pre-teaching
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision
- Knowing and understanding their responsibility within the SEND Code of Practice
- Ensuring they follow this SEND policy
- Implementing the Waved Approach.

Learning Support Assistants

Learning Support Assistants support students with SEND to gain access to the curriculum and support teachers in meeting the learning needs of students. Learning Support Assistants are allocated to support groups where there are students with an 'Education, Health and Care Plan' or other students that are identified by the SEND register or through the school's referral and monitoring process. RFSS ensures that the support allocated to students with an 'Educational Health Care Plan' meets the levels of support required as stipulated in their provision. Support can be allocated to any subject area but focuses initially on the core subjects of English, Maths and Science.

Learning Support Assistants key responsibilities

- To work with students with SEND to enhance specific skills as directed by the SENCO
- To support students with SEND in the classroom as directed by the class teacher
- To monitor, review and keep records of SEND students
- To liaise with the SENCO about students on the SEND register
- To provide information about SEND students that may contribute to the review of Pupil Centred Plans and Annual Review of 'Educational Health Care Plans'

8. Training

We have a comprehensive Continuing Professional Development (CPD) programme throughout the year where staff can opt into different CPD sessions to share good practice ideas. All new staff and Early Career Teachers follow a comprehensive induction programme where SEND provision and structures are discussed. The SENCO or Assistant SENCO always attend the Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND.

9. Specialised Resource Provision

The Specialist Resource Provision at Rugby Free Secondary School is a resource base that offers a bespoke programme of support to students in years 7 to 11 whose primary areas of need are Communication and Interaction, and SEMH.

The provision is a calm, welcoming and safe space located at the heart of our beautiful school. Students enrolled in the provision are able to access a highly personalized and nurturing curriculum delivered by both our specialist and mainstream staff; including speech and language therapy, occupational therapy, and Set for Life skills.

Our talented and highly qualified team work flexibly to meet each child's individual needs. Our Specialist Resource Provision is fully integrated with the broader educational and SEND offer of our school and our goal is to nurture each student's wellbeing, confidence, and most importantly, their independence.

Students in the SRP follow a bespoke careers guidance programme, following the specific Gatsby benchmarks for students in a specialist provisions, as directed by Careers guidance and access for education and training providers (January 2023).

We aim to develop the crucial skills and attitudes each young person needs to be successful and to ensure that our students feel they belong within our school and the wider community.

As such, students at our provision will be fully supported to access as much of the Curriculum as they are able, and where appropriate will be able to follow alternative pathways to gain functional skills and life skills qualifications including ASDAN qualifications. Students also have

access to the rich and diverse range of extracurricular clubs and activities offered including sports, arts, and personal development that are on offer.

10. Access to the Curriculum for Students with SEND

At RFSS, we aim to provide a curriculum that is bespoke and enhanced to ensure that the needs of each individual is met. The curriculum offer includes:

Core Curriculum

- Provides students with their English, Mathematics and Science qualifications either at GCSE (accessed where possible in the mainstream school) or for some students at a Functional Skills level. This will ensure that students are able to continue their education and training post-16.

Set for Life Curriculum

- Delivering courses such as ASDAN Certificate of Personal Effectiveness, which builds skills in communication, problem solving and collaboration; additional personalised PSHE time that will support developing an understanding of where a student could be vulnerable; short courses to develop life skills and employability skills.

Interventions & Well-being Specialists

- A dedicated team of professionals deliver communication specific interventions such as Talk about for Teenagers, Lego and Art Therapy and other interventions identified by a Speech and Language Therapist or Specialist Teacher. In addition, there is a team of pastoral staff to support the mental well-being of students. in both the resource base and the mainstream school.

We support access to the curriculum through adaptive teaching, Student Centred Plans (SCP) and allocation of extra support to an individual or group of students according to need and availability of resources. We aim to develop effective intervention and support by using the assessment processes to identify any learning difficulties. We ensure ongoing observation, monitoring and review of students' achievements and experiences form the basis for planning the next steps in students' learning.

We aim to be an inclusive school by:

- Using the SEND review procedures to identify any barriers in the way of the student and plan appropriate and reasonable action
- Ensuring that all students have appropriate learning targets which are challenging
- Valuing the diversity of our students of which SEND are a natural part
- Looking for opportunities within the curriculum to raise SEND issues
- Seeking to make provision for SEND within routine class arrangements wherever possible
- Seeking opportunities for students with SEND to work with other students

- Supporting students moving between phases and preparing for adulthood
- Ensuring student transitioning from Year 6 Primary into Year 7 have a clear integration plan that is communicated to all staff and co-produced with parents, the student and their previous school
- Identifying an appropriate curriculum pathway for all students transferring from Key Stage 3 to Key Stage 4 and Key Stage 4 to Key Stage 5. Consultations are held between staff, parents and the student about the levels of support they may need and the most suitable qualifications for them.
- Students will be given advice, support and guidance on their option for post 16 and supported to make informed choices. Whatever the pathway chosen, RFSS will ensure that information is shared with the next destination

11. Effective SEND Provision in Mainstream Setting

The EEF recommends five key pillars for effective SEND provision in mainstream schools, these are used at Rugby Free Secondary School and monitored through our Quality of Education process. At Rugby Free Secondary School, we will:

- Create a positive and supportive environment for all pupils, without exception
- Build an ongoing, holistic understanding of your pupils and their needs
- Ensure all pupils have access to high quality teaching
- Complement high quality teaching with carefully selected small-group and one-to-one interventions
- Work effectively with teaching assistants

These teaching and learning principles are broken down further (please see Appendix 2)

12. Our Approach to SEND Support

Rugby Free Secondary School has adopted a graduated approach to supporting SEND students by following the 'Assess, Plan, Do, Review' cycle to monitor student's development. Further details of this can be found in the SEND Code of Practice.

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education Health Care Plan (EHCP)

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

An EHC Plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for Statutory Assessment does not inevitably lead to an EHC Plan. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

13.Adaptive Teaching & Learning

With everything we teach, we aim to support our students to gain a deeper understanding of the learning, supporting them to move from being a novice to an expert learner. In every class, however, there will be students at different stages of their learning journey, with varying starting points, contextual knowledge, vocabulary and expertise. Adaptive teaching supports and challenges all students to build expertise and become more proficient, but especially those students with Special Educational Needs (SEND) Adaptive teaching may involve:

- Temporary supports or scaffolds, which may include: word banks, writing frames, sentence stems, concrete or pictorial resources, checklists, worked examples
- Additional modelling of smaller steps
- Additional adult support
- Pre-teaching of vocabulary or methods
- Smaller group teaching
- Targeted support
- Targeted questioning
- Additional time
- Personalised feedback

In addition to this, there are a number of SEND Teaching and Learning principles in classrooms, such as dual coding, pastel-based backgrounds, and overlays.

To support further, Learning Support Assistants should be informed of the specific needs of students and of planning in order to understand the role they are to carry out. They must be given clear and explicit instructions as to the concepts, facts and information being taught and the intended learning outcomes, and may adopt a 'velcro' or 'helicopter' approach where necessary.

14.Wave 2/3 Interventions

There are students who require additional intervention further to quality first teaching, at Rugby Free Secondary School we adapt our provision to students' individual need but have a foundation offer of interventions available for students using a graduated approach (see Appendix One)

15.Communication with parents and carers

We will have early discussions with students and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these discussions will be added to the student's records and/or SEND file. We will formally notify parents/carers when it is decided that a student will receive SEND support.

Parents/carers are able to meet with SEND colleagues during parent's evenings and the SEND department also holds parent/carer drop-in sessions across the year. The SEND department will also communicate through telephone calls and emails regularly.

16.Student Voice

The SEND department will seek the student's perception of their strengths and difficulties regarding their progress prior to review meetings. Students will be given opportunities to reflect upon their progress with their keyworker and their student profiles will be updated. Students with an EHCP will also provide their views by completing an 'All About Me' form which is shared during Annual Review meetings.

17.Supporting students at school with medical conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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. Some may also have special educational needs (SEN) and may have an EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Students without an EHC Plan who have a significant medical condition will have a Health Care Plan. Health Care Plans are overseen by Lead First Aider

18.Safeguarding

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The school's child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect 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 disability without further exploration
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers. Special consideration will be made to ensure that any change in behaviour will be considered as a form of communication and will be investigated; positive relationships will be encouraged at all times and children will be given the opportunity to express their feelings; and communication aids will be used where necessary to overcome barriers.
- Children with SEND can be particularly vulnerable to online grooming especially being manipulated by someone they know

19. Appendices

Appendix 1	SEND Waves 2024-2025
Appendix 2	SEND Teaching and Learning Principles 2024-2025

Appendix 1 – SEND Waves 2025-2026

SEND	Description of Need	Wave 1: Teaching & Learning	Wave 2: Targeted Interventions	Wave 3: Wider Interventions
Communication & Interaction	Communication and Interaction can encompass a lot of needs and issues that a student may have, including Autistic Spectrum Condition (ASC). Some communication and interaction issues that can present themselves in Autistic children include: - Difficulties understanding and using verbal and non-verbal communication. - Understanding social behaviours and expectations, which can impact on a child's ability to interact with other children and adults around them. - A reliance on structure and routine in their life.	- Quality-First Teaching underpinned by Staff CPD - Scaffolding Approaches and Adaptive Teaching - Modelling - 'I Do, We Do, You Do' - Seating Plans & Groupings - Questioning Using Bloom's - Use of LSAs - Key Words & Vocabulary - SEND T&L PowerPoint Principles - Recall & Retrieval (SET) - Formative & Summative Assessment - Quality Assurance of SEND T&L - Wait Time and Cold Calling - SCPs and Student Snapshots - RAG Timetables	- Lego Therapy - Preparation for Adulthood - Mindful Colouring - SALT(in house) - Weekly Key Adult Check Ins - Homework Club - Lunchtime Club - 1:1 Mentoring - Social Stories - Talkabout for Teenagers - Socially Speaking: Debate & Discussions - Friendship Project - Autism for Girls - Memory Magic - Keyworker Check-in - Inclusion Pass - Use of Inclusion Room	On Track Early Help Rugby Youth for Christ Mentoring Safeline Compass Family Support Worker Connect 4 Health Specialist Teaching Service Speech & Language Therapist from Pepper Therapy & NHS - Educational Psychologist Neurodevelopmental Referral Relate RISE referral CASS Autism Support
		-	-	

SEND	Description of Need	Wave 1: Teaching & Learning	Wave 2: Targeted Interventions	Wave 3: Wider Interventions
Cognition & Learning	Cognition and learning can cover a range of needs. Children are identified as having cognition and learning needs if they have difficulties with literacy and numeracy (which therefore impacts their ability to access learning across the curriculum), or if their levels of attainment are significantly below age-related expectations. Specific conditions include: - Dyscalculia - Dysgraphia - Dyslexia - Dyspraxia	- Quality-First Teaching underpinned by Staff CPD - Scaffolding Approaches and Adaptive Teaching - Modelling - 'I Do, We Do, You Do' - Seating Plans & Groupings - Questioning Using Bloom's - Use of LSAs - Key Words & Vocabulary - SEND T&L PowerPoint Principles - Recall & Retrieval (SET) - Formative & Summative Assessment - Quality Assurance of SEND T&L - Wait Time and Cold Calling - Screeners (dyslexia & numeracy) - SCPs and Student Snapshots - RAG Timetables	- Literacy/ Reading Comp (inc. Lexia) - Literacy Gold - Dyslexia intervention - Maths intervention - Power of 2 - Handwriting - IDL Numeracy & Literacy - Paired Reading - Stareway to Spelling - Touch Type - Times Table Rockstars - Learning to Learn (metacognition) - Memory Magic - Weekly Key Adult Check Ins - Homework Club - Inclusion Pass - Use of Inclusion Room	- Specialist Teaching Service - Educational Psychologist - Speech & Language Therapist - RISE referral

SEND	Description of Need	Wave 1: Teaching & Learning	Wave 2: Targeted Interventions	Wave 3: Wider Interventions
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Sensory Physical &	These are: Hearing Impairments: In educational settings, pupils are typically considered to have a Hearing Impairment if they require hearing aids or adaptations to their learning environment in order to access the National Curriculum. Visual Impairment: In general, a Visual Impairment is defined as an eyesight problem that cannot be corrected with glasses, contact lenses, or surgery. In educational settings there are a few different terms that may be used including partially sighted, low vision, legally blind, and totally blind to describe the level of sight a student has and help determine the adaptations that they may benefit from. Sensory Processing Difficulties: Children with sensory processing difficulties may be sensory seekers or sensory avoiders.	- Quality-First Teaching underpinned by Staff CPD - Scaffolding Approaches and Adaptive Teaching - Modelling - 'I Do, We Do, You Do' - Seating Plans & Groupings - Questioning Using Bloom's - Use of LSAs - Key Words & Vocabulary - SEND T&L PowerPoint Principles - Recall & Retrieval (SET) - Formative & Summative Assessment - Quality Assurance of SEND T&L - Wait Time and Cold Calling - SCPs and Student Snapshots - RAG Timetables - Fidget Toys - Coloured Paper - Movement Breaks - Blinds and Lighting - Assistive ICT Equipment	- Sensory Circuits - Sport Mentoring - Use of Sensory Room - Use of Inclusion Room - Weekly Key Adult Check Ins	- Specialist Teaching Service - Educational Psychologist - Speech & Language Therapist - Occupational Therapist - Visual Impairment Team - Specialist Nurse - Connect 4 Health - Hearing Impairment Team
SEND	Description of Need	Wave 1: Teaching & Learning	Wave 2: Targeted Interventions	Wave 3: Wider Interventions



SEMH	Children with Social, Emotional, and Mental Emotional Health can display signs of this in a variety of different ways, some may be withdrawn and prefer to be alone, whilst others may be hyperactive and find it difficult to when concentrating on tasks. For some children, their emotional needs may impact their learning. It is important that children with SEMH needs are able to learn in an environment that suits them, for example, they may need to take regular movement breaks, use fidget items, and be given opportunities to move around the classroom or school whilst learning. Anxiety plays a major role in students with SEMH.	- Attendance Report - Form Tutor Report - Form Tutor Mentoring - AHoY Report - HoY Report - Phone Calls Home - Parental Meetings - Departmental Reports & Contact - Round Robin - After-School Clubs - Support Packs - SCPs and Student Snapshots - SEMH Check Ins & Meetings - Student Welfare Officer Support	- Zones of Regulation - Think Good, Feel Good - 1:1 SEMH Mentoring - Nurture Group - Alpacas - Weekly Key Adult Check Ins - Dimensions Toolkit - Anxiety GremIn - Dialectical Behaviour Therapy booklet - The Homumculi Approach to Social & Emotional Wellbeing - IDL Wellbeing - Rise & Thrive - Lunch Club - Homework Club	Early Help Victim Support External Agencies Coventry & Warks MIND RISE Mental Health Support Connect 4 Health Safeline Compass Neurodevelopmental referral RISE referral Relate Rugby Youth for Christ - Targeted Youth Worker Family Support Worker Guy's Gift Counselling Specialist Teaching Service Educational Psychologist Speech & Language Therapist
Academic & Qualifications	These are alternative qualifications that are implemented to support the progress of all.	- Functional English Qualification - Functional Maths Qualification - Functional Science Qualification	- Unit Award Scheme Qualifications	

Appendix 2 – SEND Teaching and Learning Principles

	Pillar 1		Pillar 2		Pillar 3		Pillar 4		Pillar 5
1	Welcome students to the room in a positive manner.	1	Ensure that you have read SCPs for EHCP students and high-profile students. Familiarise yourself with information available on Bromcom.	1	Ensure students are seated in a placement that suits their learning. Flexible grouping can aid independence.	1	Readable fonts on PowerPoints and worksheets - Calibri, Tahoma/Verdana and font size should be at least size 20. PowerPoints should have Pastel backgrounds.	1	Direct the LSA to students you would like them to work with. Maintain an open dialogue throughout the lesson.
2	When talking to students use clear, simple language.	2	Ensure that you have read Snapshots/SCPs for other SEND Familiarise yourself with information available on Bromcom/Classcharts	2	Provide, explicit instructions. Where possible support visual instructions with written prompts.	2	Powerpoints should be Dual Coded where applicable.	2	Leave a space for the LSA to work with students to provide opportunities for both teachers and LSAs to provide discreet check-ins.
3	If a student is quiet but apparently not engaging be aware they may be displaying secondary behaviours that can be ignored.	3	Attend Student Spotlight meetings where key information is shared with all staff.	3	Give students small manageable targets to work towards.	3	Active circulation, effective and directed questioning ensuring you are regularly checking for understanding.	3	Ensure the LSAs are aware of the intended learning outcomes.
4	Come down to the student's level and ask "How can I help?" and/or "What can I do to make this better for you?"	4	Use the 'Assess, Plan, Do, Review' cycle consistently involving key stakeholders when appropriate.	4	Scaffold work and adaptive teaching methods.	4	Use other support materials such as Overlays.	4	Classroom staff to use prompting and questioning techniques that promote student thinking.



5	Use trauma-informed strategies to support emotional regulation and build trust.	5		5	Incorporate metacognitive strategies into classroom practice.	5	Ensure interventions are time-bound, evidence based and reviewed for impact.	5	
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