

HULME GRAMMAR SCHOOL

SEND POLICY

This policy is applicable from EYFS through to Year 13

Compliance

This Policy complies with the statutory requirement laid out in the Children and Families Act 2014, the SEND Code of Practice 0 – 25 (2015), the Disability Equality Act 2010 and Advice for Schools DFE June 2014.

This policy should be read in conjunction with the Accessibility policy, SEND Information Report, Safeguarding policy, Admissions policy, Anti-bullying Strategy, Equality and Diversity policy, English as an Additional Language policy and Supporting Pupils with Medical Conditions policy.

Admissions for Candidates with Special Educational Needs / Disability

Hulme Grammar School is a selective independent school, with children from the Foundation Stage to Sixth Form. Entry is subject to success in assessment appropriate for the age of the child. Pupils making the transition to Year 7 from Hulme Prep School **will not** have to pass an entrance examination. Pupils from external primary schools making the transition to Year 7 must pass the entrance examination, which comprises English, Mathematics and Verbal Reasoning. Entry to Sixth Form requires success at GCSE. Please read the Admissions Policy for additional information.

The School welcomes all pupils who can demonstrate academic aptitude in appropriate entrance examinations, provided that the School is reasonably able to provide them with the help and support that they require to access the curriculum. Parents are asked to disclose at the point of application any known disabilities, special educational needs or learning difficulties. Parents should also disclose the level of support their child receives outside of normal teaching should they already be in an educational setting. They are invited to discuss their child's requirements with the Assistant Principal (Additional Needs) before the assessment day or entrance exam so that appropriate adjustments can be put in place. Prior to an offer of a place being made, the School will confirm any adjustments it can reasonably make to support the pupil.

The School will make reasonable adjustments to take account of an individual pupil's needs, within the constraints imposed by its buildings and resources. Facilities for pupils with mobility difficulties and wheelchair users are limited due to the nature of the school site, with most buildings having two or three storeys. Please see the Accessibility Policy and Plan. This shows how the School plans to make the buildings, curriculum and communication progressively more accessible to disabled pupils, disabled parents and visitors.

Ethos

Hulme Grammar School regards the diversity of the school community as a strength which enriches that community. The School is committed to the promotion of inclusion and positive attitudes to diversity and difference, the celebration of that difference, and to the provision of equal opportunities for all its pupils and staff. The School is mindful of the direct and indirect discrimination that can occur and strives to eliminate any form of inequality or discrimination amongst staff and students.

The School's belief is that every young person is of equal value. We aim to ensure that:

- all students are provided with high quality teaching and learning opportunities both within and beyond the classroom to maximise their academic progress and personal development;
- the needs of students with SEND are identified and appropriate provision is provided to remove barriers to their learning and where possible to close achievement gaps;
- all students, including those with SEND receive their full entitlement in terms of a broad and balanced curriculum;
- students with SEND receive every opportunity to develop to their full potential including their ability to work independently;
- all staff working with pupils with SEND understand their role in relation to these aims and are provided with guidance and training to enable them to respond to the needs of individual pupils;

- effective communication and partnership with the parents is developed.

Definition of Special Educational Needs and Disability (SEND) from the Code of Practice (2015) page 4 and the Equality Act 2010

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

A child of compulsory school age or a young person has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- are under five and fall within the definitions above or are likely to do so when of compulsory school age if special educational provision was not made for the child.

Children and young people have a disability under the Equality Act 2010 if they have:

- limitations going beyond the normal differences in ability which may exist among people.
- 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.
- long term is defined as a year or more.
- substantial is defined as more than minor or trivial.

This definition includes sensory impairments and health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND but some will.

The Equality Act 2010 sets out legal obligations for schools:

- They must not directly or indirectly discriminate against disabled children.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers.

Graduated Response - Stages of Provision at Hulme Grammar School

As a selective school, we will have fewer pupils at the SEND Support level, where we are identifying the pupils as having a Special Educational Need or Disability as defined in the Code of Practice (2015) and Equality Act (2010). Our pupils are more likely to trigger concern for much lower levels of difficulties than would be identified in mainstream education. We have therefore created a three stage system to ensure we are supporting the needs of all our pupils.

Progress of all pupils is tracked and analysed regularly. Tracking enables identification of children who are not making expected progress, or who are achieving at a level significantly below their peers. We are able to monitor the progress of pupils who have SEND in relation to peers and to evaluate the effectiveness of support and interventions.

Stage 1 – High Quality Teaching

This is the initial stage for pupils who have emerging needs. Parents or teaching staff may express concerns about a child's progress and pupils themselves may raise concerns. Following discussions with parents regarding these concerns, teaching staff will use adaptive teaching strategies from the 'Additional Needs Toolkit' and carry out their own 'Assess, Plan, Do, Review' (APDR) cycles. Staff may seek advice from the Additional Needs team should they wish to discuss other potential strategies. An APDR cycle should last for approximately 10 weeks, depending on the nature of the emerging need. At the end of the cycle, teachers should discuss with parents the impact of their adaptive teaching strategies and consider whether a referral to the Additional Needs team is required for further investigations.

Stage 2 - SEND Monitoring

Should the adaptive teaching strategies from Stage 1 not have the desired impact, a referral for further involvement from the Additional Needs team can be made by teaching staff in agreement with parents. At this point, parents will be

contacted by the Additional Needs team (by email, phone call or face-to-face meeting depending on the age of the child) and the child will be added to the 'SEN Monitoring' list, which will provide more strategies and reasonable adjustments with more focus on the specific needs identified. Screeners and assessments may be carried out to identify possible underlying difficulties. Parents may, at this stage, provide evidence from external agencies, which may contribute to the strategies and adjustments suggested on the SEND Monitoring list. A pupil-centred 'pupil passport' will be produced, which will be shared with all staff that work with the child and with parents. Staff remain responsible for providing adaptive teaching strategies from the SEN monitoring list and pupil passports, making observations through their own APDR cycles and reporting back to the Additional Needs team.

Some children may have potential sensory processing difficulties. Should this be considered following evidence collected by staff and in consultation with parents, a 'sensory support plan' may be produced to run alongside the pupil passport.

After the first 'SEND monitoring' APDR cycle (lasting approximately 10 weeks), parents will be contacted to discuss the impact of the interventions carried out during this stage by a member of the Additional Needs team or a member of teaching staff, depending on the outcome of the cycle.

Stage 3 – SEND Support

Should the strategies from Stage 2 not have the desired impact, a pupil may then be categorised on the SEND register as 'SEND Support' in agreement with parents. This will require 'additional to/different from' interventions to those that take place in the classroom. At this stage, again in agreement with parents, referrals may be made to external agencies to investigate the possibility of an undiagnosed underlying need. Should a referral be made to the ACNS at Oldham Council, charges for the services will be passed onto parents due to Hulme Grammar School not being a Section 41 school as stated in the Children and Families Act (2014). A Learning Support Plan will be produced to show the frequency and length of interventions that take place in addition to the adaptive teaching strategies implemented in the classroom.

The class or subject teacher will continue to be responsible for adaptive teaching strategies, setting and reviewing individual pupil targets, continuing the 'APDR' cycle with a growing understanding of the pupil's needs and what supports the pupil in making good progress. SEND Support will be adapted or replaced depending how effective it has been in achieving the agreed outcomes for the pupil following a review meeting with parents.

Should a pupil make progress and no longer require a particular intervention, they will be moved back down to the SEN Monitoring Stage 2.

Please see Appendix B Provision Map which outlines the interventions and provisions available for pupils.

Education Health and Care Plan (EHCP)

When the School is unable to meet the needs of the pupil from their own resources, parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. This referral will be made by school following three APDR cycles during the SEND Support stage. However, parents can request an EHCP assessment earlier if desired. If the Local Authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Health Education and Social Care). A meeting with an independent mediator will be offered to parents first before appealing to a First-tier Tribunal.

Where a prospective pupil has an EHC plan, the School will consult the parents and, where appropriate, the Local Authority to ensure that the provision and adjustments specified in the EHC plan can be delivered and are 'reasonable'. Any additional services that are needed to meet the requirements of the EHC plan, beyond what can reasonably be provided by the school, will need to be charged to the Local Authority if the authority is responsible for the fees and the school is named in the EHC plan. In all other circumstances, charges will be made directly to parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

Where pupils have an EHC Plan, a member of the Additional Needs team will invite parents to attend an annual review. At that review, parents and the child themselves will meet with key members of staff within school and any outside agencies involved with the provision made for their child. There will be a discussion about the progress made by the child towards the outcomes set out in the EHCP. A SEND Officer from the Local Authority may attend this meeting, along with any other professionals from external agencies that may work with the child.

Communication with Parents/Carers

We aim to work in partnership with parents and keep them fully informed of their child's progress. The Assistant Principal (Additional Needs) and/or lead staff in charge of Additional Needs in Hulme Prep School will be available to respond to email, speak on the telephone or arrange to meet in person at any point during the year at a parent's request, in addition to the meetings called by the School. Parents receive interim reports termly and a full written report at the end of the Summer term. There are parents' evenings throughout the year where staff that lead on and manage Additional Needs will be available for appointments to informally discuss any issues that arise.

Links with Outside Agencies

The School may involve specialists at any stage to help with identification of SEND and advise on effective support and adjustments. The pupil's parents will always be involved in any decision to involve specialists. The School receives free advice and support from Oldham Education Support Services for children up to five years old. Beyond this age, most education services, including Educational Psychology assessments, have to be purchased through Service Level Agreements (SLAs) and these costs will be passed on to parents. Access to medical services, such as Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy (SALT) and Occupational Therapy can be accessed free of charge. Parents should be aware that when referrals are made to external medical services, children will be placed on a waiting list which may be significantly long.

Transition

We ask that parents of any pupils with additional needs contact the Assistant Principal (Additional Needs) to discuss their child's needs before any entry assessment to establish a dialogue and share information so Hulme Grammar School can plan to accommodate and support their child. We will endeavour to make the transition process as smooth as possible should a place be offered, working in partnership with parents, feeder schools and the pupil. For all children moving from one year group to the next, staff that manage additional needs and teachers will pass on all relevant information to ensure continuous support for the child with additional needs. When children are moving to a college or university, the Assistant Principal (Additional Needs) will support the pupil in providing relevant notes and records, and will liaise with the college or university, if desired by the pupil, to help ensure a successful transition.

Pupils with Medical Conditions

The Children and Families Act 2014 requires schools to make arrangements to support pupils with medical conditions. The School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education as far as possible. Medical conditions can sometimes have an impact on a pupil's progress and lead to them having special educational needs. Some pupils with medical conditions may be disabled and where this is the case the school will comply with the Equality Act 2010. Please refer to the School's Supporting Pupils with Medical Conditions Policy.

English as an Additional Language (EAL)

A child must not be regarded as having a learning difficulty solely because the language in which he or she is taught is different from a language which is or has been spoken at home (Section 20(4) Children and Families Act 2014). However, children for whom English is an additional language may need additional support. Please refer to the School's EAL Policy for additional information.

Pre-Prep School

Our Early Years and Foundation Stage (EYFS) staff in Hulme Pre-Prep School will follow the procedures detailed in this policy. The School can access some of Oldham Local Authority's services for children under five years old who have special educational needs through the Additional and Complex Needs Service (ACNS), if the pupils live in the

Oldham area. The school will use the Early Years Outcomes guidance and the EYFS Profile to identify needs for support. Early action to address identified needs is essential.

Safeguarding

Children with additional needs can face additional safeguarding challenges. Staff should understand and be alert to the increased vulnerability in this group of children:-

- Increased possibility of peer on peer abuse;
- Increased risk of grooming, sexual exploitation and radicalisation;
- Increased risk of involvement in ‘county lines’ gangs;
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- Children with additional needs can be disproportionately impacted by bullying without outwardly showing any signs;
- Social / communication barriers may prevent children with additional needs asking for help.

Please refer to the School’s Safeguarding Policy and Anti-bullying Policy for more information.

Examination Access Arrangements

Hulme Grammar School follows the regulations set out in the JCQ document “Adjustments for candidates with disabilities and learning difficulties. Access Arrangements and Reasonable Adjustments”.

Please see Appendix A below for more detail.

Roles and responsibilities within the school

Assistant Principal - Additional Needs

Hulme Grammar School employs a full time Assistant (Additional Needs), currently Mr Richard Hobson-Williams, who is a specialist assessor and who has knowledge, understanding and experience of working with pupils with a wide range of additional needs. He is supported by two Additional Needs Leads in Hulme Prep School.

The Assistant Principal (Additional Needs) is responsible for:-

- Working across all sections of the school from Pre-Prep to Sixth Form as an advocate of additional needs, ensuring the day to day operation of the SEND policy;
- Keeping accurate and up-to-date records of children and young people with additional needs;
- Working collaboratively with other members of the Senior Leadership Team, Heads of Department, Curriculum Leads in Hulme Prep School, Pastoral staff, teaching staff, learning support assistants and nursery nurses to ensure the early identification of and provision for children and young people with additional needs;
- Promoting and safeguarding the welfare of children and young persons;
- Advising and working with senior management and Governors to ensure that the school carries out its statutory responsibilities regarding students with an EHCP or disability as indicated by the Equality Act (2010);
- Carrying out diagnostic assessments and using knowledge gained to plan appropriate provision / intervention;
- Disseminating information to staff about individual needs and adaptive teaching strategies;
- Supporting staff in understanding needs and effective ways of removing barriers to learning through CPD opportunities;
- Forming positive working partnerships with parents/guardians of children and young people with additional needs;
- Carrying out assessment and applying for access arrangements for GCSE and A Level students and external candidates;
- Liaising with outside agencies and other education providers, providing information or reports as required;
- Interpreting and simplifying external agency reports for parents and staff and making reasonable adjustments where necessary;
- Monitoring progress of children and young people with additional needs;
- Advising on and contributing to the professional development of staff;

- Line managing Additional Needs lead teachers in Hulme Prep school;
- Managing the deployment of teaching and nursery assistants throughout the school;
- Keeping the Principal and other members of the Senior Leadership Team (SLT) informed about Special Educational Needs and Disability throughout Hulme Grammar School;
- Identifying training needs and liaising with SLT to ensure effective SEND provision.

Senior Leadership (SLT) Line Manager for SEND

The SLT Line Manager for the Assistant Principal (Additional Needs) is Mr Mark Jones - Deputy Principal (Academic).

The Deputy Principal (Academic) is responsible for:

- line management of the Assistant Principal (Additional Needs).
- assisting in the development, monitoring and evaluation of the policy for Special Educational Needs and Disability.
- involving all staff and members of the Governing body in SEND development.
- establishing procedural guidelines for all staff.
- ensuring that teachers in the school are aware of their role in identifying and providing for those pupils who have Special Educational Needs or Disability.

Head/Deputy Head of Hulme Prep School

Are responsible for:

- monitoring day-to-day support and intervention groups in Hulme Prep School.
- liaising with the Assistant Principal (Additional Needs) regarding any pupils causing concern / accessing support groups.
- ensuring that teachers in Hulme Prep school are aware of their role in identifying and providing for those pupils who have Special Educational Needs or Disability.
- identifying training needs and coordinating INSET.
- keeping the Principal and Assistant Principal (Additional Needs) informed about any developments regarding Special Educational Needs throughout the Prep School.

Assistant Head of Hulme Prep School (EYFS Lead)

Is responsible for:

- liaising with the Assistant Principal (Additional Needs) regarding any pupils in the Early Years Foundation Stage (EYFS) causing concern / accessing support groups.
- ensuring that EYFS teachers are aware of their role in identifying and providing for those pupils who have Special Educational Needs or Disability.
- identifying training needs and coordinating INSET.

The Governors

There is a designated 'SEND Governor'.

The Governors, with the guidance of the Principal:-

- monitor the school's policies relating to SEND.
- establish appropriate staffing and funding arrangements.
- maintain a general overview of the school's provision for children who have special educational needs / disability.

Heads of Department (Senior School) and Curriculum Leads (Hulme Prep School)

- Heads of Department and Curriculum Leads will ensure the SEND Policy and procedures are being followed by all teachers in their department/subject area through observations and work scrutiny.
- Heads of Department and Curriculum Leads to liaise with Assistant Principal (Additional Needs) to deliver CPD regarding SEND tailored to subject-specific areas.

Class / Subject Teachers

All teachers are responsible for:

- providing effectively for **all** children through **High Quality Teaching**;
- planning lessons to address potential areas of difficulty and to remove barriers to pupil achievement;
- ensuring that they have considered adaptive teaching strategies, so that wherever possible, children and young people with additional needs are able to participate fully in the school curriculum and the life and activities of the school;
- ensuring that all children in school are encouraged, valued and accepted regardless of their ability or any additional needs they may have;
- identifying children causing concern by monitoring progress/ attainment of individuals against class/ school/ national norms;
- working closely with teaching assistants who work in the classroom to support high quality teaching or deliver interventions;
- liaising with parents, all involved staff and outside agencies;
- their own development via INSET.

Richard Hobson-Williams BSc (Hons), NASENCo
Assistant Principal - Additional Needs

Reviewed: September 2023

Signed: _____ Principal Date: _____

Signed: _____ Chair of Governors Date _____

Next Review: September 2024

Appendix A: Access Arrangements

Access arrangements are agreed before an assessment. They allow learners with Special Educational Needs, Disabilities or temporary injuries to access the assessment and/or show what they know and can do without changing the demands of the assessment.

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him or her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained. The need for access arrangements should be considered on a subject-by-subject basis.

The arrangements put in place must reflect the support given to the candidate in the centre. This is called 'normal way of working'.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled would be at a substantial disadvantage in comparison to someone who is not disabled.

Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- the needs of the disabled candidate / learner
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment upon the candidate and other candidates

The candidate must have an impairment in their first language which has a substantial and long term adverse effect. A candidate does not have a learning difficulty because their first language is not English.

The following is a list of access arrangements. It is not an exhaustive list and one student may need a unique reasonable adjustment, while another student may have a range of different needs requiring a combination of access arrangements.

Regulations for access arrangements for external examinations are evaluated, reviewed and republished by the Joint Council for Qualifications (JCQ) annually every August. These updates are shared with all Senior School staff every September.

Examples of Access Arrangements

- supervised rest breaks
- 25% extra time
- a computer reader or a reader
- a word processor
- a scribe
- a prompter
- a practical assistant
- coloured overlays
- coloured / enlarged papers
- separate invigilation within the centre

Access Arrangements for External Candidates

Hulme Grammar School will comply with the Equality Act 2010 and aim to support candidates with disabilities. We follow the regulations set out in the JCQ document "Adjustments for candidates with disabilities and learning difficulties. Access Arrangements and Reasonable Adjustments".

External candidates with learning difficulties or disabilities should contact the Exams Office as soon as possible to discuss their needs. The evidence of need required by the exam boards must be in place in order to apply for access arrangements before the Access Arrangement deadline. Our school deadline for applications for access arrangements is three full working weeks before the JCQ deadline in February.

If candidates have previously had access arrangements approved by JCQ, they should provide:-

- a copy of a JCQ approval for Access Arrangements
- a completed Form 8, signed by a SENDCo or Specialist Assessor
- additional evidence from their current or previous school or college to show evidence of need and normal way of working. This can include:
 - a psychologist or Specialist Assessor report
 - an EHC plan
 - Individual Education Plans / Learning Plans
 - teacher Statements
 - test Results
 - copies of unfinished exam papers or papers showing extra time has been used
 - a signed and dated note on headed paper from SENDCo or Exams Officer at previous school or college
 - school reports

Students with an EHC plan **do not** need to provide a Form 8.

Candidates applying for access arrangements will usually be required to complete a short access arrangements assessment with Hulme Grammar's designated assessor. The purpose of this assessment is to provide results to include in the Form 8 section of the JCQ application for access arrangements. No additional charge will be made for this assessment.

A history of need is required as part of the evidence for the JCQ. Any referrals should be accompanied by evidence (such as incomplete scripts for trial exams, scripts where extra time has been used and responses that have been written using Chromebooks). Unless there are exceptional circumstances, students should not be referred for access arrangements for external exams in Year 11 and Year 13 as this should take place at the earliest opportunity and before JCQ deadlines. External candidates should be informed of JCQ deadlines as soon as possible.

If candidates have not previously had access arrangements approved by JCQ but have learning difficulties or a disability, they should contact the School to discuss their needs. Evidence of need will be required (see list above). This will not be a full diagnostic assessment and no written report will be produced, but results will be discussed with the candidate and, if appropriate, results will be used to apply for access arrangements. As per JCQ regulations, candidates **will not** be charged for the access arrangement itself.

Candidates with a long term disability or medical condition

Candidates who require access arrangements for a long term disability or medical condition should provide a report or letter from a consultant or specialist medical professional explaining why additional time (or other access arrangement) is needed as a direct consequence of their disability or medical condition. **A letter from a GP is not sufficient evidence to grant an access arrangement.**

In addition, evidence is required from their current or previous school or college that this is their normal way of working for examinations. This could be a hand-signed, dated letter on headed paper from the SENDCo at the current educational centre.

Candidates requiring separate accommodation

If a student has been allocated a scribe they must be given an individual room.

Other students may be allocated an individual room if they have a mental health or medical need that means they are unable to take an examination in the main exam room. This decision will be taken by the SENDCo based on:

- whether the candidate has a substantial and long term impairment which has an adverse effect.
- the candidate's normal way of working in the centre.
- evidence from a specialist medical professional or mental health practitioner.

General exam anxiety cannot be used as a reason for sitting examinations in separate accommodation.

Candidates are only entitled to an individual room if they are disabled within the meaning of the Equality Act and meet the three criteria above. The candidate is at a substantial disadvantage when compared to other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement. (The only exception to this would be a temporary illness, a temporary injury or other temporary indisposition which is clearly evidenced.)

The candidate's difficulties would be established in the centre and an individual room would be the candidate's normal way of working in school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs.

Appropriate evidence would be a letter from Healthy Young Minds (HYM), a Health and Care Professions Council (HCPC) registered psychologist, a hospital consultant, a psychiatrist or a current Education, Health and Care Plan, which confirms the need.

SEND Policy reviewed: September 2023

Signed: **Principal**

Signed: **Chair of Governors**

Next Review due: September 2024

Hulme Grammar School Provision Map

Early Years Foundation Stage in Pre-Prep Hulme Grammar School

Area of Need	Stage 1 High Quality Teaching	Stage 2 SEND monitoring	Stage 3 SEND Support
Communication and Interaction	<ul style="list-style-type: none"> ● Language rich environment is created ● Staff model correct use of language consistently and rephrase children's speech positively and appropriately ● Open-ended questions are used to stimulate conversation. Closed questions to support / build confidence. ● Adaptive teaching strategies in day-to-day planning to ensure differentiation. ● TA support in lesson time - group, individual or whole class. ● Key Worker Time with targeted areas of learning, social experiences and interactions, closely following the JIGSAW PSHE scheme. ● Support with practical resources and visual resources (including left to right visual 	<ul style="list-style-type: none"> ● Staff modify and simplify language appropriately to support children experiencing language delay ● Speech and language development using Early Years WELCOMM screening tools. Interventions at this stage may focus on receptive and expressive language, grammar in speech and social communication. ● Guidance and resources provided for parents to support at home including recommendations outlined at information evenings in school. ● Pupil Passport / Teaching guidance notes with support strategies ● Increased use of visual aids ● Increased use of real objects / artefacts / concrete resources ● Dialogue opened with Health Visitor and Early Years 'Area SENDCo' where necessary. 	<ul style="list-style-type: none"> ● Additional Needs team monitors progress and offers advice to teachers and parents ● Interventions additional to WELCOMM to be considered (eg BLAST and/or Lego Therapy, Play Therapy) ● Referral to SALT ● 1:1 intervention with speech and language with SALT if agreed with service ● Interventions from Health Visitor where possible ● Referral to community paediatric service ● Recommendations from care plans provided by external agencies to be considered and implemented where possible (eg Occupational Therapy, SALT, paediatrics) ● Use of PIVATS to monitor progress of higher-need children

	<p>timetables and now and next boards when needed) during class and group activities</p> <ul style="list-style-type: none"> ● Opportunities for listening in quiet environments. ● Providing calm areas within the rooms for children to access when required. 		
Cognition and Learning	<ul style="list-style-type: none"> ● Adaptive teaching strategies in day-to-day planning ● Observations, assessments and progress tracking to inform planning through Tapestry ● TA support during lesson time ● Key worker time with targeted areas of learning and social experiences and interactions ● Stimulating learning environments, resources and subject specific displays to support learning including vocabulary lists ● Writing frames/scaffolding questioning, use of WAGOLL ● Activities are paced appropriately to ensure children are able to engage, 	<ul style="list-style-type: none"> ● Guidance and resources provided for parent to use at home eg WELCOMM 'Big Book of Ideas' ● Increased use of real objects / artefacts / concrete resources eg. Numicon blocks ● Pupil Passport / Teaching guidance notes with support strategies ● Additional targeted support from key worker where possible 	<ul style="list-style-type: none"> ● Consult Health Visitor/Area SENDCo ● Referral to QEST at ACNS (Additional and Complex Needs) ● Referral to community paediatrics ● 1:1 or group timetabled support lessons ● Recommendations from care plans provided by external agencies to be considered and implemented where possible (eg Occupational Therapy, QEST, paediatrics) ● Additional Needs team monitors progress and offers advice to teachers and parents

	actively participate and respond at their own level		
Social, Emotional and Mental Health	<ul style="list-style-type: none"> ● Staff promote a welcoming, nurturing environment where all children are included ● Positive behaviour policy with clear and consistent boundaries ● Visual support through symbols, visual timetable, now and next board, etc ● Specific positive reinforcement to support development of self-esteem ● Specific strategies in Key Worker sessions to ensure good listening - verbal prompts and lots of signs and pictures ● All children encouraged to access role play, stick puppet activities in order to develop understanding of each other's feelings ● TA support during lesson ● Staff to model interaction and communication in play time 	<ul style="list-style-type: none"> ● Observations used to support positive behaviour management ● Home-school communication logs are kept to identify specific triggers or patterns of behaviour ● Visual support through symbols, visual timetable, now and next board, 'good day/bad day' ● Staff to model interaction and communication in play ● Lego Therapy ● Social Stories ● Support required during unstructured times and where pupils are accessing unfamiliar parts of the school (eg. during the dance show/school concert) ● Staff offer choices with reduced options to support children having difficulty making or expressing choices or preferences ● Variety of techniques to share, extend and enhance children's play eg following child's lead ● Give a running commentary ● Pupil Passport / Teaching guidance notes with support strategies ● Individual rewards system 	<ul style="list-style-type: none"> ● Consult Health Visitor/Area SENDCo ● Referral to QEST/EP at ACNS (Additional and Complex Needs) ● Referral to community paediatrics ● Referral to Early Help - for social services and/or CAMHS ● Additional Needs team monitors progress and offers advice to teachers and parents

	<ul style="list-style-type: none">• Encourage involvement in co-curricular activities• Forest School		
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<p>Sensory and/or Physical Needs</p>	<ul style="list-style-type: none"> ● Flexible approach to timetabling / teaching arrangements to accommodate pupils with mobility / HI/ VI or other needs where possible ● Rich and accessible physical and sensory environment ● Adaptive teaching strategies in day-to-day planning ● TA support during lessons ● Opportunities for listening in quieter environment ● Equipment kept in same places, clearly labelled with pictures/ words 	<ul style="list-style-type: none"> ● Additional Needs team provides information about access needs, eg for pupils with hearing or visual impairment ● Staff are aware of individual need and training is provided when it is required ● Some adaptations or adjustments to the environment or resources may be needed to ensure access ● Access to pencil grips, writing slopes, move'n'sit cushions, etc ● Provision of quiet or calm areas, tables covered to manage noise, some carpeted areas, comfort blanket, creative play area, etc ● Access to 'sensory boxes' where possible ● Use of additional adult where possible help to encourage increased independence in physical and sensory activities ● Dough Disco intervention to improve fine motor skills ● Resources provided for parents/carers to use at home eg handwriting activities 	<ul style="list-style-type: none"> ● Consult Health Visitor/Area SENDCo ● Referral to SAPSS at ACNS (Additional and Complex Needs) team ● Referral to community paediatrics ● Recommendations from care plans provided by external agencies to be considered and implemented where possible (eg Occupational Therapy, SAPSS, paediatrics) ● Training from outside agencies to enable effective use of specialist equipment, eg hearing aids, low vision aids ● PE curriculum adapted / individual support given where possible ● Individual risk assessment where necessary particularly for school trips ● Personal emergency evacuation plan where necessary ● Health Care Plans provided by external agencies to be implemented
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Key Stage 1 in Hulme Prep School

Area of Need	Stage 1 High Quality Teaching	Stage 2 Targeted action SEND Monitoring	Stage 3 SEND Support
Communication and Interaction	<ul style="list-style-type: none"> ● Language rich environment is created ● Staff model correct use of language consistently and rephrase children’s speech positively and appropriately ● Open-ended questions are used to stimulate conversation. Closed questions to support / build confidence. ● Adaptive teaching strategies in day-to-day planning ensure differentiation. ● TA support in lesson time - group, individual or whole class. ● Key Worker Time with targeted areas of learning, social experiences and interactions, closely following PSHE scheme of work. ● Support with practical resources and visual resources during class and group activities 	<ul style="list-style-type: none"> ● Staff modify and simplify language appropriately to support children experiencing language delay ● Speech and language development using primary WELCOMM screening tools. Interventions at this stage may focus on receptive and expressive language, grammar in speech and social communication. ● Guidance and resources provided for parents to support at home including recommendations outlined at information evenings in school. ● Pupil Passport / Teaching guidance notes with support strategies ● Increased use of visual aids ● Increased use of real objects / artefacts / concrete resources. 	<ul style="list-style-type: none"> ● Additional Needs team monitors progress and offers advice to teachers and parents ● Interventions additional to WELCOMM to be considered (eg BLAST and/or Lego Therapy, Play Therapy) ● Referral to SALT ● 1:1 intervention with speech and language with SALT if agreed with service ● Referral to community paediatric service ● Recommendations from care plans provided by external agencies to be considered and implemented where possible (eg Occupational Therapy, SALT, paediatrics) ● Use of PIVATS to monitor progress of higher-need children

	<ul style="list-style-type: none"> ● Opportunities for listening in quiet environments. ● Talking partners 		
Cognition and Learning	<ul style="list-style-type: none"> ● Adaptive teaching strategies in day-to-day planning ensure differentiation. ● Exemplar work (WAGOLL) and use of modelling ● use of visual aids ● strategic use of seating plans ● Observations, assessments and progress tracking to inform planning ● TA support in lesson where possible ● Key worker time with targeted areas of learning ● Stimulating learning environments with subject specific displays, including key vocabulary, to support learning ● Word mats available ● Writing frames/scaffolding ● Place value cards and physical resources to support numeracy development ● Activities are paced appropriately to ensure children 	<ul style="list-style-type: none"> ● In class support from TA where possible ● Pupil Passport / Teaching guidance notes with support strategies ● Guidance and resources provided for parents/ carers to use at home eg phonics activities ● Use of assistive technology eg voice to text software, text reader ● Increased use of real objects / artefacts / concrete resources 	<ul style="list-style-type: none"> ● Referral to QEST/EP at ACNS (Additional and Complex Needs) ● Referral to community paediatrics ● 1:1 or group timetabled support lessons (e.g. phonics, reading, writing, maths) ● Recommendations from care plans provided by external agencies to be considered and implemented where possible (eg Occupational Therapy, QEST, paediatrics) ● Additional Needs team monitors progress and offers advice to teachers and parents

	<p>are able to engage, actively participate and respond at their own level</p> <ul style="list-style-type: none"> • phonics delivery tailored to individual need in small groups 		
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Staff promote a welcoming, nurturing environment where all children are included • Positive behaviour policy with clear and consistent boundaries • Visual support through symbols, visual timetable, now and next board, etc • Specific positive reinforcement to support development of self-esteem • Specific strategies in Key Worker sessions to ensure good listening - verbal prompts and lots of signs and pictures • All children encouraged to access role play, stick puppet activities in order to develop understanding of each other's feelings 	<ul style="list-style-type: none"> • Observations used to support positive behaviour management • Home-school communication logs are kept to identify specific triggers or patterns of behaviour • Visual support through symbols, visual timetable, now and next board, 'good day/bad day' • Staff to model interaction and communication in play • Lego Therapy • Social Stories • Support required during unstructured times and where pupils are accessing unfamiliar parts of the school (eg. during the dance show/school concert) • Staff offer choices with reduced options to support children having difficulty making or expressing choices or preferences • Variety of techniques to share, extend and enhance children's play eg following child's lead • Give a running commentary 	<ul style="list-style-type: none"> • Referral to QEST/EP at ACNS (Additional and Complex Needs) • Referral to community paediatrics • Referral to Early Help - for social services and/or CAMHS • Additional Needs team monitors progress and offers advice to teachers and parents

	<ul style="list-style-type: none"> ● TA support during lesson ● Staff to model interaction and communication in play time ● Encourage involvement in co-curricular activities and House system ● Forest School ● PSHE lessons and assemblies ● Buddy bench 	<ul style="list-style-type: none"> ● Pupil Passport / Teaching guidance notes with support strategies ● Individual rewards system ● Transition support for pupils in Year 2 moving to Hulme Court in Year 3. 	
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<p>Sensory and/or Physical Needs</p>	<ul style="list-style-type: none"> ● Flexible approach to timetabling / teaching arrangements to accommodate pupils with mobility / HI/ VI or other needs where possible ● Rich and accessible physical and sensory environment ● Adaptive teaching strategies in day-to-day planning ● TA support during lessons ● Opportunities for listening in quieter environment ● Equipment kept in same places, clearly labelled with pictures/ words 	<ul style="list-style-type: none"> ● Additional Needs team provides information about access needs, eg for pupils with hearing or visual impairment ● Staff are aware of individual need and training is provided when it is required ● Some adaptations or adjustments to the environment or resources may be needed to ensure access ● Access to pencil grips, writing slopes, move'n'sit cushions, etc ● Provision of quiet or calm areas, tables covered to manage noise, some carpeted areas, comfort blanket, creative play area, etc ● Access to 'sensory boxes' where possible ● Use of additional adult where possible help to encourage increased independence in physical and sensory activities ● Writing interventions within the classroom for any pupils that may have difficulties with fine motor skills ● Resources provided for parents/carers to use at home eg handwriting activities 	<ul style="list-style-type: none"> ● Referral to SAPSS at ACNS (Additional and Complex Needs) team ● Referral to community paediatrics ● Recommendations from care plans provided by external agencies to be considered and implemented where possible (eg Occupational Therapy, SAPSS, paediatrics) ● Training from outside agencies to enable effective use of specialist equipment, eg hearing aids, low vision aids ● PE curriculum adapted / individual support given where possible ● Individual risk assessment where necessary particularly for school trips ● Personal emergency evacuation plan where necessary ● Health Care Plans provided by external agencies to be implemented
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Key Stage 2 in Hulme Prep School

Area of Need	Stage 1 High Quality Teaching	Stage 2 SEND monitoring	Stage 3 SEND Support
Communication and Interaction	<ul style="list-style-type: none"> ● Language rich environment is created ● Staff model correct use of language consistently and rephrase children’s speech positively and appropriately ● Clear, concise instructions, repeated if required ● Open ended questions are used to stimulate conversation ● Talking partners ● Collaborative tasks/ group work ● TA support in the classroom where possible ● Support with practical resources and visual resources during class and group activities ● Opportunities for listening in quieter environment ● Use of assistive technology (such as speech to text technology) 	<ul style="list-style-type: none"> ● Staff modify and simplify language appropriately to support children experiencing language delay ● Speech and language development using primary WELCOMM screening tools. Interventions at this stage may focus on receptive and expressive language, grammar in speech and social communication. ● Pupil Passport / Teaching guidance notes with support strategies ● Guidance and resources provided for parents to support at home ● Small group circle time / show and tell ● Support for unstructured times (such as using visual ‘now and next’ cards. ● Increased use of real objects / artefacts / concrete resources ● Exam access arrangements to be considered 	<ul style="list-style-type: none"> ● Additional Needs team monitors progress and offers advice to teachers and parents ● Interventions additional to WELCOMM to be considered (eg BLAST and/or Lego Therapy, Play Therapy) ● Referral to SALT ● 1:1 intervention with speech and language with SALT if agreed with service ● Referral to community paediatric service ● Recommendations from care plans provided by external agencies to be considered and implemented where possible (eg Occupational Therapy, SALT, paediatrics) ● Use of PIVATS to monitor progress of higher-need children

<p>Cognition and Learning</p>	<ul style="list-style-type: none"> ● Adaptive teaching strategies in day-to-day planning ensure differentiation. ● Observation, assessments and progress tracking to inform planning ● Reinforcement of key ideas ● Exemplar work / modelling/ use of visual aids, mind maps, diagrams, film clips, photos, etc ● Written materials accessible to all - readability and layout ● Use of visual aids ● TA support in the classroom where possible - group or individual ● easily accessed resources to support learning - eg number lines, hundred squares, key word list ● Group reading activities ● Consideration given to seating plans 	<ul style="list-style-type: none"> ● In class support from TA where possible ● Pupil Passport / Teaching guidance notes with support strategies ● Guidance and resources provided for parents/ carers to use at home eg phonics activities ● Use of assistive technology eg voice to text software, text reader ● Increased use of real objects / artefacts / concrete resources ● Exam access arrangements to be considered (for example 25% extra time for assessments) 	<ul style="list-style-type: none"> ● Referral to QEST/EP at ACNS (Additional and Complex Needs) ● Referral to community paediatrics ● 1:1 or group timetabled support lessons (e.g. Toe by Toe, Numicon) ● Recommendations from care plans provided by external agencies to be considered and implemented where possible (eg Occupational Therapy, QEST, paediatrics) ● Additional Needs team monitors progress and offers advice to teachers and parents
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<p>Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> ● Staff promote a welcoming, nurturing environment where all children are included ● Positive behaviour policy Clear and consistent boundaries ● Structured school and class routines ● Specific positive praise to support development of self-esteem ● Specific strategies in small group to ensure good listening - verbal prompts and lots of visual cues ● TA support in classroom where possible ● Circle time / show and tell ● PSHE lessons and assemblies ● Movement breaks during lessons (such as doing a specific job in the classroom) 	<ul style="list-style-type: none"> ● Observations used to support positive behaviour management ● Home-school communication logs are kept to identify specific triggers or patterns of behaviour ● Visual support through symbols, visual timetable, now and next board, ‘good day/bad day’ ● Support required during unstructured times and where pupils are accessing unfamiliar parts of the school (eg. during the dance show/school concert) ● Staff offer choices with reduced options to support children having difficulty making or expressing choices or preferences ● Variety of techniques to share, extend and enhance ● Give a running commentary ● Pupil Passport / Teaching guidance notes with support strategies ● Individual rewards system ● Transition support for pupils in Year 4 moving to Estcourt in Year 5 and Year 6 moving to senior school in Year 7. ● Access to school counsellors ● Exam access arrangements to be considered (e.g 25% extra time; supervised rest breaks) 	<ul style="list-style-type: none"> ● Referral to QEST/EP at ACNS (Additional and Complex Needs) ● Referral to community paediatrics ● Referral to Early Help - for social services and/or CAMHS ● Additional Needs team monitors progress and offers advice to teachers and parents
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<p>Sensory and/or Physical Needs</p>	<ul style="list-style-type: none"> ● Flexible approach to timetabling / teaching arrangements to accommodate pupils with mobility / HI/ VI or other needs where possible ● Rich and accessible physical and sensory environment ● Adaptive teaching strategies in day-to-day planning ● TA support during lessons where possible ● Opportunities for listening in quieter environment ● Equipment kept in same places, clearly labelled with pictures/ words 	<ul style="list-style-type: none"> ● Additional Needs team provides information about access needs, eg for pupils with hearing or visual impairment ● Staff are aware of individual need and training is provided when it is required ● Some adaptations or adjustments to the environment or resources may be needed to ensure access ● Access to pencil grips, writing slopes, move'n'sit cushions, etc ● Provision of quiet or calm areas, tables covered to manage noise, some carpeted areas, comfort blanket, creative play area, etc ● Access to 'sensory boxes' where possible ● Use of additional adult where possible help to encourage increased independence in physical and sensory activities ● Writing interventions within the classroom for any pupils that may have difficulties with fine motor skills ● Resources provided for parents/carers to use at home eg handwriting activities ● Exam access arrangements to be considered (e.g. 25% extra time, supervised rest breaks, enlarged scripts) 	<ul style="list-style-type: none"> ● Referral to SAPSS at ACNS (Additional and Complex Needs) team ● Referral to community paediatrics ● Recommendations from care plans provided by external agencies to be considered and implemented where possible (eg Occupational Therapy, SAPSS, paediatrics) ● Training from outside agencies to enable effective use of specialist equipment, eg hearing aids, low vision aids ● PE curriculum adapted / individual support given where possible ● Individual risk assessment where necessary particularly for school trips ● Personal emergency evacuation plan where necessary ● Health Care Plans provided by external agencies to be implemented
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Key Stages 3, 4 and 5 in Hulme Grammar Senior School

Area of Need	Stage 1 High Quality Teaching	Stage 2 SEND monitoring	Stage 3 SEND Support
Communication and Interaction	<ul style="list-style-type: none"> ● Staff model correct use of language ● Clear, concise instructions, repeated if required ● Open ended questions are used to stimulate conversation ● Adaptive teaching strategies including simplified language / recap of key points/ written notes provided ● Support with practical resources and visual resources during class and group activities ● Time to discuss in pairs before feeding back to class ● Vocabulary lists and glossaries to consolidate subject-specific language ● Modelling of responses to ‘command’ terms used in formal exams 	<ul style="list-style-type: none"> ● Staff modify and simplify language appropriately to support children experiencing language delay ● Learning Support lessons in Years 8-11 to consolidate key language in core subjects ● Guidance and resources provided for parents to support at home ● Increased use of real objects / artefacts / concrete resources ● Access arrangements for assessments and exams where history of need is established 	<ul style="list-style-type: none"> ● Additional Needs team monitors progress and offers advice to teachers and parents ● Referral to SALT ● 1:1 intervention with speech and language with SALT if agreed with service ● Referral to community paediatric service ● Recommendations from care plans provided by external agencies to be considered and implemented where possible (eg Occupational Therapy, SALT, paediatrics)

<p>Cognition and Learning</p>	<ul style="list-style-type: none"> ● Clear learning objectives, high expectations and appropriate challenge for all ● Adaptive teaching strategies ● Clear feedback and next steps when marking ● Exemplar work / modelling/ use of visual aids, mind maps, diagrams, film clips, photos, etc ● Teaching resources accessible to all - readability and layout ● Observations, assessments and progress tracking to inform planning ● Use of Google Classroom to upload electronic resources ● Strategic use of seating plans ● Access to supervised homework club after school ● Use of subject topic booklets to reduce copying and ensure all pupils have good revision notes ● Frequent recap of previous content to consolidate learning ● Scaffolding - writing frames, 	<ul style="list-style-type: none"> ● Pupil Passport / Teaching guidance notes with support strategies ● Learning Support lessons in Years 8-11 to consolidate key knowledge and understanding in core subjects ● Alternatives to written recording if not the primary objective (e.g. speech to text technology) ● Subject support lessons at lunchtime ● Sixth Form Peer Mentors to support younger pupils ● Increased use of real objects / artefacts / concrete resources ● Access arrangements for assessments and exams where history of need is established 	<ul style="list-style-type: none"> ● Referral to QEST/EP at ACNS (Additional and Complex Needs) ● Referral to community paediatrics ● Recommendations from care plans provided by external agencies to be considered and implemented where possible (eg Occupational Therapy, QEST, paediatrics) ● Additional Needs team monitors progress and offers advice to teachers and parents ● Study support plans for Year 11 and sixth form students
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	<p>planning sheets, stepped instructions for longer tasks</p>		
<p>Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> ● Staff promote a welcoming, nurturing environment where all children are included ● Structured school and class routines ● Positive behaviour policy Clear and consistent boundaries ● Specific positive praise to support development of self-esteem ● Rewards and sanctions ● PSHE lessons and assemblies ● Support from pastoral staff ● Movement breaks where required 	<ul style="list-style-type: none"> ● Access to school counsellors ● Access to sensory room during unstructured times and lessons (where allowed by staff) ● Staff offer choices with reduced options to support children having difficulty making or expressing choices or preferences ● Targets to address specific areas of difficulty and provide appropriate activities to support development ● Access arrangements for assessments and exams where history of need is established 	<ul style="list-style-type: none"> ● Referral to QEST/EP at ACNS (Additional and Complex Needs) ● Referral to community paediatrics ● Referral to Early Help - for social services and/or CAMHS ● Additional Needs team monitors progress and offers advice to teachers and parents ● Reduced/modified timetable where necessary ● Study support plans for Year 11 and sixth form students

<p>Sensory and/or Physical Needs</p>	<ul style="list-style-type: none"> ● Setting aims to provide an accessible physical environment and sensory environment ● Flexible approach to timetabling / teaching arrangements to accommodate pupils with mobility / HI/ VI needs ● TA support where possible ● Opportunities for listening in quieter environment ● Equipment and storage in same place, clearly labelled ● Use of Chromebooks where required (e.g. typing) ● Access to RNIB resources if necessary 	<ul style="list-style-type: none"> ● Additional Needs team provides information about access needs, eg for pupils with hearing or visual impairment ● Staff are aware of individual need and training is provided when it is required ● Access to pencil grips, writing slopes, move'n'sit cushions, etc ● Access to sensory aids where possible (such as chewing aids) ● Use of additional adult where possible help to encourage increased independence in physical and sensory activities ● Access arrangements for assessments and exams where history of need is established 	<ul style="list-style-type: none"> ● Referral to SAPSS at ACNS (Additional and Complex Needs) team ● Referral to community paediatrics ● Recommendations from care plans provided by external agencies to be considered and implemented where possible (eg Occupational Therapy, SAPSS, paediatrics) ● Training from outside agencies to enable effective use of specialist equipment, eg hearing aids, low vision aids ● PE curriculum adapted / individual support given where possible ● Individual risk assessment where necessary particularly for school trips ● Personal emergency evacuation plan where necessary ● Health Care Plans provided by external agencies to be implemented
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