

## Appendix A

### *How we identify and support pupils with SEN*

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support. Details of assessment tools and materials used in our school can be found below.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly to their identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

At St James School this could be judged by the following forms of assessment or tools:

- Regular monitoring of data provided as part of a data cycle
- Concerns raised by a class teacher
- Concerns raised by a student's parent/carer
- Concerns raised by the student themselves
- Standardised spelling and reading tests which all students undertake or more diagnostic testing undertaken only by targeted students
- Information provided by a previous school
- Information provided by another agency already working with a student or whom we invite to work with a child.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

The following Provision Maps provide an overview of how we might identify and support students through a graduated response depending on their area/s of need:

<b>SEN Provision – Cognition and Learning</b>				
	<b>Needs</b>	<b>Intervention</b>	<b>Resources</b>	<b>Expected Outcomes</b>
Universal provision	<p>Low levels of attainment and progress * Difficulty acquiring new skills (particularly in Literacy and Numeracy) * Difficulty in dealing with abstract ideas * Some speech and language difficulties e.g. generalising information, understanding abstract language * Some difficulties with fine or gross motor skills * Some signs of frustration * Difficulties involving specific skills such as sequencing, ordering, word finding * Limited skills in verbal exchanges * Avoidance strategies</p>	<p>Pupil's name and eye contact established before giving instructions * Clear and simple instructions, breaking down longer instructions and giving one at a time * Clarify, display and refer back to new and/or difficult vocabulary * Pre-teach vocabulary * Check for understanding * Consistent use of positive language * Jot down key points/instructions * Give time before response is needed * Visual cues and prompts * Visual timetable * Collaborative working opportunities * Key vocabulary displayed/available * Time given for processing * Consistent use of terms * Repetition and reinforcement of skills * Tasks simplified or extended * Whole school awareness and training * Visually supportive learning environments e.g. working walls, word mats * Supported social and emotional development * Positive Marking * Opportunity to access and record information in a variety of ways including IT * Use of coloured IWB backgrounds, gels etc. * Paired reading * Structured phonic programmes * Consistent implementation of rewards and sanctions * Multi-sensory approach to learning (VAK)</p>	<p>Flexible grouping * Dictaphones * ACE dictionary * Laptop/iPad * Vocabulary cards * Writing frames * Spellcheckers * Visual prompts * Modified resources * Alternatives to copy writing e.g. photocopies * Individual whiteboards for drafting * Cloze passage * Writing Frames * Letters &amp; Sounds * Circle time * Buddy systems / study buddies * Clear rewards and sanction systems * Coloured resources e.g. paper, overlay, fonts * Reading rulers * Number lines * Maths equipment * Music to aid concentration and focus * Reward systems</p>	<p>Increased/equal access to the curriculum * Increased retention of key instructions and information * Improved access to learning * Able to predict / recount content of lesson * Improved social inclusion * Ability to work independently * Able to record information in a variety of ways * Increase in confidence and self-esteem * Reduction in anxiety * Improved listening &amp; attention</p>
Enhanced provision	<p>Increasing phonological and short term memory difficulties * Widening gap in attainment and progress * Increasingly low self-esteem * Episodes of frustration and / or aggressive behaviours * Episodes of dis-engagement * Difficulty in forming concepts, especially when information * Requires first hand sensory experiences</p>	<p>Targeted / guided sessions – Literacy and Numeracy * Reinforcement and practice input * Use of a range of reinforcement programmes * Multi-sensory practice groups for reading and spelling * Structured phonic programmes based on multi-sensory approach * Pre-teaching key concepts * Planned opportunities for group pre-teaching key elements (literacy and numeracy) * Group literacy intervention programmes * Developing touch typing * Study skills * Alternate methods of recording work e.g. mind mapping, role play, video or audio recording, posters, dictation to peer/adult, use of ICT * Additional time for key curriculum areas * Develop a range of working memory strategies</p>	<p>Mentor time * Increasing range of specialist IT equipment e.g. keyboarding skills, * Wave 3 maths resources * Reading programmes e.g. Dandelion * Range of specialised programmes e.g. Sounds Write, Catch-Up Literacy * Toe by Toe * Voice recognition software * Boxes Font *Voice recognition software e.g. Dragon Dictate * ICT resources to support reading and writing * mind mapping* Working memory resources/training</p>	<p>Increased capacity for independent learning * Improved self-esteem * Developing “I can” attitude * Decrease in number of frustrated and or aggressive behaviours * Improved engagement in learning * Desire to learn * Developing bank of secure concepts * Clear approach/ strategies of what to do when unsure or unclear about learning * Narrowing gap in attainment between peers * Improved short term memory</p>
Specialist provision	<p>Significant difficulty in retaining learning, or significant difficulty in applying learning. * Regular episodes of frustration and evidence of damage to self-esteem caused by these difficulties * Disengagement from learning, non-attendance and/or behavioural difficulties</p>	<p>Planned 1:1 support * Structured 1:1 teaching of specific numeracy skills identified through Wave 3 diagnostic assessment or similar * Personalised learning programmes based on multi-sensory principles with frequent over-learning * Precision Teaching for literacy and numeracy * A range of targeted interventions * Additional planning and arrangements for transition including baseline assessments * Modified curriculum in KS4 * Access arrangements for tests and exams * Individual mentoring and/or counselling</p>	<p>Specialist support and interventions (EPs, Advisory teachers, OT, Dyslexia teachers) * OVIP * Sounds-Write</p>	<p>Able to access mainstream curriculum with clear differentiation and appropriate provision * More able to retain information that has been regularly over-learned * Able to apply learning in familiar context with some support * Less frequent episodes of frustration * Improved feeling of self-worth * Increase in engagement levels and motivation * Increase in independency * Increase in attendance in school</p>

<b>SEN Provision – Communications and Interaction</b>				
<b>Social communication</b>	<b>Needs</b>	<b>Intervention</b>	<b>Resources</b>	<b>Expected Outcomes</b>
Universal provision	Difficulty: knowing how to talk and listen to others in a conversation * making and maintaining friendships * in busy, unpredictable environments * coping in new or unfamiliar situations * Over/under sensitivity to touch, light, taste, sound, smell or colour	Say what you mean (explain double meanings, avoid sarcasm etc.) * Preparation for change of activity or lesson * Visual prompting and cues – timetable, instructions, demarcating areas * Systematic organisation of independent learning tasks and activities * Emotional literacy lessons in class * Clear rewards and sanctions – including motivators * Overt expectations made explicit * Calm learning environment * Prompt cards for group roles and conversation skills * Whole school awareness and training	* Visual timetables, schedules & prompts * First / next board * Simple Social Stories * Role-play scenarios * Buddy system * Circle time activities * Monitoring cards, e.g. traffic lights or rating scale * Time-out system * Visual prompt cards, e.g. take turns, stay on topic * Emotions cards and activities	* Reduced anxiety * Improved capacity for independent learning * Increase in social interactions * Improved social relationships and friendships * Independent access to the school day * Enhanced ability to work in groups * Clearer focus of attention * More appropriate behaviour
Enhanced provision	Inability to: cope with unstructured social situations, including transitions * use knowledge and skills functionally to generalise to various situations * predict others and understanding their motives * to read the facial expressions of others * think flexibly, including strong routines and rituals * understand the rules of social interaction * focus on others' needs and interests * have a graded response to situations	Regular mentor support, including adults or peers * Chaperone * Access to time out area or distraction free environment * Regular, short sensory breaks * Personalised Social Stories * Comic Strip Conversations * Small social skills group * Small friendship skills group *	* TA/Mentor time * Social Stories * Comic Strip Conversations * Personalised learning station * Exit strategy / card * Super Skills	Pupil can calmly and independently move around the school at key changeover times * Increased social inclusion * Reduction in distressed behaviours * Skills learned in social group applied to school situations * Improved friendships * Greater participation at playtime with less adult intervention
Specialist provision	Unable to cope: with close proximity to other * Physical outbursts if stressed, e.g. another pupil gets too close, toy taken away * Echolalia, rather than meaningful language * Lack of response inhibitions, e.g. can't wait, shouts out, runs off * Physically challenging behaviour * Unusual reactions to sensory stimuli * Difficulties with independence skills, such as dressing, toileting, eating	Paired or 1:1 curriculum tasks with TA support, differentiated by the teacher * Individual work station within classroom * Individualised programme, including specific interventions supported by the SENCo and perhaps outside professionals * Sensory breaks and snacks * Individual visual timetable and support to use it * Visual approaches personalised to pupil * Specific interest clubs * Comic Strip Conversations or Social Stories	High level of TA support * Specialist team involvement, e.g. CIT * Alternative teaching space * Training for staff in social communication difficulties	Able to access the mainstream curriculum with support * Improved behaviour * Reduced frustration
Language				
Universal provision	Difficulty:	Clear and simple explanations * Chunking instructions * Extra time to process what has been said * Check understanding * Model correct	Vocabulary cards * Colourful semantic cards for sentence extension	More contributions to class and group discussions * Expanded oral & written

	when saying words or sentences * understanding words or sentences * following /processing instructions * Short attention span * Comprehension and /or decoding affected in literacy	sentences * Visual support across the curriculum * Broad range of sentence activities, e.g. description, news telling * Talk partner opportunities * Pre-teaching of subject vocabulary * Guided reading for decoding and comprehension, especially inference * Whole school awareness and training		sentences * Increased confidence * Improved listening & attention * Increase in confidence and self-esteem * Quicker processing of language * Better understanding of the lesson * Enhanced reading comprehension
Enhanced provision	Considerable difficulties: with receptive and / or expressive vocabulary * Short and inaccurate sentences – oral and written * understanding words, sentences and instructions	Language Link group- vocabulary, verbs, negatives, questioning, reasoning * Vocabulary teaching with phonological & semantic cues * Colourful Semantics programme * Use of information carrying words when giving instructions * Targeted comprehension group * Concept development programme * Exam Access Arrangements	Resources for word and sentence development, * Colourful semantics cards and programme * Language for Thinking * Non-literal language, idioms, jokes etc. * Concept signs and symbols	Correct usage of grammar, e.g. plurals & tenses * Shift from spoken phrases to sentences * Wider vocabulary, including core, extended & subject words * Improved factual understanding &/or inference * Ability to follow longer instructions * Improved words and sentences in writing
Specialist provision	Severe difficulties: with receptive and expressive vocabulary * May speak and understand at a single word or phrase level * in formulating an oral sentence * understanding words, sentences and instructions * Very early levels of literacy	Individualised SALT programme * Individual vocabulary wordbook * Continued use of enhanced strategies	SALT programme & advice * Training for staff in SLCN * Communicate in Print for curriculum differentiation * Communicate in Print for curriculum differentiation * Individualised Language programme	Personal needs met * Improved communication * Improved comprehension of basic language, instructions and expectations * Improved curriculum access
Speech				
Universal provision	Speech that is sometimes difficult to understand * Decoding often poor in literacy	Application of specific speech targets during the day * Speech group * Attention & listening activities * Oral blending and segmentation linked to reading & spelling	Speech games * Good listening prompts * Letters & sounds phase one * Making & breaking word activities	Correct pronunciation of sounds in some situations * Segmentation of oral words
Enhanced provision	Speech is often difficult to understand * Speech difficulties are impeding literacy development	Targeted Speech group * Specific phonemic awareness programme linked to letters * Segmentation activities linked to topic and functional vocabulary	Speech activities based on assessment * Phonological awareness linked to speech production * Phonics programme with strong phonological awareness component, e.g. Sounds Write	Improved production of speech sounds * These still need to be applied throughout the day * Some segmentation of vocabulary – syllables, rhyme, phonemes
Specialist provision	Speech is incomprehensible to an unknown adult or peer * Significant impact on literacy	Speech cueing system, if advised by SALT, e.g. cued articulation * Individual programme, provided by SALT or Language Link * Consistent support from teacher and TA to apply speech sounds throughout the day	Advice from SALT * Cued articulation cards * Adult support for speech application throughout the day * Specialist advice from ICT Advisory teacher * Total communication training for staff	Improved but perhaps not perfect articulation of speech sounds at word, sentence or conversation level

<b>SEN Provision – Emotional, Social and Mental Health Difficulties</b>				
	<b>Needs</b>	<b>Intervention</b>	<b>Resources</b>	<b>Expected Outcomes</b>
Universal provision	Experiencing difficulty in remaining on task * Seeking frequent adult support * Low level disruptions or attention seeking behaviours * Failure to make the progress anticipated across many areas of the curriculum * Showing signs of frustration and early indications of disaffection or disillusion * Difficulty in making and maintaining healthy relationships with peers * Presenting as withdrawn or tearful	Clear whole school behaviour policy * Consistent use of rewards and sanctions * A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time * Reinforcement of rules – visual prompts to support if needed * Class and school mediation strategies * Social seating and proximity to teacher * Positive intervention strategies * Flexible approaches to a range of different behaviours * Time out systems within the classroom * Use of choice and motivation * Supportive peer systems * Structured routines and clear guidelines * Calming strategies * Clear communication with parent/carer	Visual prompts for positive behaviours * Reward chart/system * Whole school development with positive intervention strategies * Time out/quiet areas * SEAL * Thrive whole class screening * Staff coaching	Increased levels of independence * Improved concentration * Improved social interaction * Greater interest in learning and improved engagement * Able to work collaboratively and improved group learning * Accelerated progress and good levels of attainment
Enhanced provision	Increasing disturbances during lessons * Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks * Uncooperative or defiant * Increasing inability to follow instructions and routines * Presenting as significantly unhappy or stressed	Small, carefully thought-out group settings or one-to-one working * Use of learning mentors (or key workers or equivalent) * Careful monitoring and targeting * Individual education plans (IEPs) and/or Pastoral Support Plans * SMART (specific, measurable, achievable, realistic and time-related) targets * Enhanced personal social and health education programmes * Programmes for managing and controlling behaviour * Anger-management programmes * Counselling and peer support	SEAL small group work * Pastoral Support Plan for children who are at risk of disaffection and exclusion * Pupil coaching/mentoring * DAF * Personalised curriculum and structured activities * social skills lessons	Feeling safe in school * Drop in anxiety levels * Staff stress levels decrease and greater confidence in managing challenging behaviour * Clear emergency procedures and care plans shared with staff, parents and child * Improved friendships and relationships * Able to identify emotions that are both comfortable and uncomfortable * Better able to manage uncomfortable feelings such as anger * Able to resolve conflict peacefully
Specialist provision	Non-attendance * Frequent episodes of aggression towards peers and adults	Personalised curriculum and possibly timetable * Care plan regularly reviewed with pupil and parent * Identified key adult(s) * Regularly reviewed behaviour targets and/or mentoring action plan * Emphasis on social emotional learning * Regular involvement of external agencies to support and monitor progress * Exam Access Arrangements	Access to 1:1 mentoring time * Nurture Group or small group intervention work * Interventions such as art/play therapeutic approaches * Counselling* 1-2-1 Mentors * Chances	Decrease in incidents from records * Beginning to feel safe * Beginning to feel special and have needs met * Beginning to trust adults * Beginning to participate and contribute to a small group and signs of some pro social behaviours * Better understanding of child's needs

<b>SEN Provision – Physical and Sensory</b>				
	<b>Needs</b>	<b>Intervention</b>	<b>Resources</b>	<b>Expected Outcomes</b>
Universal provision	Difficulty listening * Missing spoken information * Difficulty retaining information * Poor phonological awareness * Processing of unknown language takes longer * Fluctuating hearing loss * Difficulty with new social situations * Reduced visual impairment * Difficulty with handwriting / fine motor control	Reduce background noise to improve acoustic environment * Preferential seating and position of teacher * Uncluttered and well organised learning environment * Good lighting * Access to lip reading/ subtitles on audio visual material * Choice making opportunities * Clearly organised learning environment * Specialist vocabulary available at the beginning of each topic * Spelling support * Developing note taking skills * Allow thinking time * Summarise key points at start and end of lesson * High colour contrast materials, including on whiteboard * Good quality print and photocopying * Pre-writing activities / warm up * Letter formation and fine motor skills activities * Grip development * Pre-prepared work with date/LO etc. * Electronic copies of work * Homework Club *	Visual aids and prompts * Subject vocabulary dictionary * Development of visual learning environments * Use of carpets and curtains to support acoustics * Vocabulary cards and cues * Disability awareness training * Clean whiteboards and good quality pens * Sloping boards * Use of blinds/curtains to block sun * Access to IT programmes and support tools * Processing and keyboard training	Increased/equal access to the curriculum * Improved speech discrimination * Increased subject vocabulary * Increase in understanding spoken language * Increased retention of key instructions and information * Improved access to learning, can predict / recount content of lesson * Improved social inclusion * Improved acoustics – reduced reverberations * Reduced visual fatigue * Ability to work independently * Able to record information
Enhanced provision	Difficulty listening at a distance of more than 2 metres from the speaker * Moderate visual impairment	Mentor support * TA to support revision of key skills and concepts * Use of Radio Aid (FM) system * Use of note taker (TA) – using IT, mind maps etc. * Training – technical support * Modified resources (e.g. large print) or Yellow Books * Training and intervention from staff * ICT training to increase independent access * Laptop/board connection via team viewer * Social/life skills development	Pupil Support Profile * Variable TA/mentor time * Curriculum reflects disability awareness * Genie System * SFS * Radio Aid * Teacher of the Deaf support * Large print books * Electronic books * Low vision aids * Exam modifications * Personal laptop/ iPad * Differentiated equipment across subjects * VI/Hi team support * Equipment to aid skills	Uses FM to aid better speech discrimination * Improved levels of achievement * Able to access learning and school environment * Improved self-esteem and social / emotional development
Specialist provision	Severe/profound hearing loss * Unable to listen, process information efficiently and write at the same time * Poor semantic knowledge * Weak phonology * Profound visual impairment	Small group work * Variable TA support * Review of semantics and syntax of curriculum texts * Live speaker / translator * Copies of scripts and subtitles * Mentor supporting social inclusion * Specialist training * Specialist teaching sessions * Adaptation of all materials * Personal/ revised timetable	Timetabled tutorial * Teacher of the Deaf time * Specialist advice and support * Disability awareness * Access to events * TA support to review language and notes * Individual or small group sessions * VI/Hi team time * TA support with physio	Improving language and literacy skills * Increased confidence approaching new situations * Able to access curriculum * Improved BPVS results * Improved phonological awareness - increasing vocabulary