# Special educational needs and disabilities (SEND) Policy

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| Senior Leader responsible | Assistant Headteacher |
| Date approved by LGB | 3/12/25 |
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**1. Aims and objectives**

Our special educational needs and disabilities (SEND) policy aims to:

Make sure our school fully implements national legislation and guidance regarding pupils with SEND
Set out how our school will:

- Make sure all of our SEND pupils feel included and that they belong at Neatherd
- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND, including school leadership positions
- Help pupils with SEND to fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into adulthood
- Communicate with pupils with SEND and their parents or carers, and involve them in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff.

## 2. Vision and values

We believe that pupils with SEND should thrive at Dereham Neatherd High School.

Our aim is that they feel like they belong at our school, buy into our values and feel that they have a voice in how the school is run.

By planning together, we can overcome barriers to good outcomes and ensure pupils with SEND meet their potential.

## 3. Legislation and guidance

This is based on 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 pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Our provision menu, included in the appendix, details the reasonable adjustments and interventions we make at Neatherd.

## 5. Definitions

### 5.1 Special educational needs

A pupil has SEND if they have a learning difficulty or disability that requires 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 most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers. We work with pupils with disabilities to review the Accessibility every year.

### 5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

| AREA OF NEED | |
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| Communication and interaction | Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.<br>Pupils who are on the autism spectrum often have needs that fall in this category. |
| Cognition and learning | Pupils with learning difficulties usually learn at a slower pace than their peers.<br>A wide range of needs are grouped in this area, including:<br>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia<br>• Moderate learning difficulties<br>• Severe learning difficulties<br>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment |
| Social, emotional and mental health | These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:<br>• Mental health difficulties such as anxiety, depression or an eating disorder<br>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder<br>• Suffered adverse childhood experiences<br>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated. |
| Sensory and/or physical | Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.<br>Pupils may have:<br>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment<br>• A physical impairment<br>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers. |

## 6. Roles and responsibilities

### 6.1 The SENDCO

The SENDCO at our school is **Nick O'Brien**

They will:

- Advocate for pupils with additional needs on the leadership team
- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor 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 pupils with SEND, including those who have EHC plans
- Support parents and pupils with a potential SEND diagnosis
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### 6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

### 6.3 The SEND link governor

The SEND link governor is **Jason Cole.**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### 6.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school

- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### 6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

### 6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a termly update on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

### 6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEND information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains. The SEND policy should be read alongside the SEND Information Report.

## 8. Our approach to SEND support

### 8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school using CAT tests and GL assessments. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make. We also regularly use dyslexia screeners.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development, social needs and attendance.

Formative and summative assessment takes place regularly in the classroom. When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adaptive, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English. The SENDCO will help pupils with a potential SEND diagnosis.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP) then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

### 8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

We hold regular pupil experience panels with all our SEND pupils.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents if it is decided that a pupil will receive special educational provision. We encourage pupils to play an active role in SEND reviews.

### 8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, BROMCOM and will be made accessible to staff in a pupil passport or learning plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

### 8.4 Levels of support

## School-based SEND provision

Pupils receiving SEND 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. See our provision menus (appendix 1) for more details.

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 and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEND 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.

The provision for these pupils will be funded from the school's notional universal SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant) via the INDES forms.

On the census these pupils will be marked with the code E.

AN **INDES (**Individual needs descriptor) will be completed where pupils have significant SEND needs.

**The LINK** is our SEND resource base in school. It's a safe and supportive space before and after school and in community time.

### 8.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENDCO and deputy SENDCO using our universal checklist.
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

### 9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## 10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as (non-exhaustive):

- Speech and language therapists
- Specialist teachers or support services (teacher of the deaf)
- EPSS
- CEPP
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- Respectrum
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Teams
- Education welfare officers
- Social services

## 11. Accessibility arrangements

This policy should be read next to our Accessibility Plan which is on the school's website. We have three distinct accessibility targets each academic year.

## 12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteachers PA Helen Da Silva in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.
We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND

- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

### 13.2 Monitoring the policy

This policy will be reviewed by the SENDCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## 14. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints procedure.

| Cognition and Learning | | |
|---|---|---|
| **Classroom strategies** | **SEND team intervention** | **External agencies** |
| • Adapt homework/ support recording of homework<br>• Use word banks, writing frames, use of visualiser to model<br>• Use simple, clear language when giving instruction<br>• Use visual prompts as a reminder<br>• Revisit prior learning<br>• Give processing time (at least 10 secs)<br>• Check understanding regularly<br>• Break tasks down into small, ordered steps<br>• Think about the seating plan, offer peer support/ study buddy<br>• Provide materials which reduce need for note taking, extra time of print resources out<br>• Be explicit about organisation skills<br>• Check pupil has a good seat/ can see teacher<br>• Use writing aids e.g. easy grip pen, slope<br>• Enlarge text, consider background | • Enable recording alternatives – mind-maps, pictures, sorting, use of IT<br>• Literacy Support – Gateway, small group<br>• Literacy Support – the LINK, small group, 1:1<br>• Homework support in the LINK or Gateway until 4.30pm<br>• Time out cards or the use of the LINK as a safe space<br>• Teach study skills explicitly within the LINK or Gateway. Form-time sessions<br>• Learning plan or passport meeting with SENDCO/ deputy.<br>• Life-skills/ Functional Skills qualifications at GCSE<br>• A dyslexia friendly school<br>• Teach a range of metacognitive strategies via EEF website<br>• Good communication with families<br>• Access arrangements consideration – use of rest breaks<br>• Use of technology – laptops and I-pads. | • Check young person has had a recent sight and hearing test<br>• Consider School2School referral for advice and support<br>• Consider referral to ATT (Access through technology)<br>• Consider advice from Children's Occupational Therapy Service via Just One Norfolk site<br>• Get advice from the Dyslexia Outreach Service<br>• Educational Psychologist Visit, CEPP<br>• KICKS, mentoring from Norwich City Community Sports Foundation<br>• Thinking Reading Programme<br><br>**Where necessary:** reduced timetables, study time in the LINK |

| Communication and Interaction | | |
|---|---|---|
| **Classroom strategies** | **SEND team intervention** | **External agencies** |
| • Keep verbal instructions short<br>• Use clear routines<br>• Teach behaviour and social skills<br>• Model the activity using a visualiser<br>• Give young people processing time<br>• Check for understanding, can the young person put it into their own words?<br>• Staff mark transitions<br>• Use a range of open and closed questions<br>• Cue young people in using their names<br>• Allow pupils to rehearse answers in pairs<br>• Explicitly teach key language using a core knowledge book. Pre-teaching<br>• Provide visual scaffolds<br>• Use a whiteboard to support communication<br>• Prepare young people for changes of routine<br>• Use sensory circuits<br>• Use ear defenders | • Use of AET standards<br>• Speech and Language assessment;<br>• Movement break cards<br>• Teach using social stories<br>• Time out cards or the use of the LINK as a safe space<br>• Teach social skills within the LINK at community time<br>• Use of zones of regulations to help pupils describe feelings<br>• Learning plan or passport meeting with SENDCO/ deputy.<br>• Life-skills course at GCSE<br>• SALT trained TA – form-time interventions. Use of screening tools Use programmes recommended by external providers/ reports.<br>• Signpost families to JustOneNorfolk communication section + "Supporting Children's social communication Needs".<br>• Good communication with families<br>• Access arrangements consideration | • Consider referral to speech and language therapy<br>• Consider School2School referral for advice and support<br>• Consider referral to ATT (Access through technology).<br>• Educational Psychologist Visit, CEPP.<br>• Support from Respectrum, Helen Gifford, 1:1 sessions, six sessions and target setting.<br>• KICKS, mentoring from Norwich City Community Sports Foundation<br>• SEND Drama – small group, 6-8 students with SEA<br><br>**Where necessary:** reduced timetables, study time in the LINK |

| SEMH (Social, Emotional and Mental Health) | | |
|---|---|---|
| **Classroom strategies** | **SEND team intervention** | **External agencies** |
| • Clear and calm classroom routines and expectations<br>• Visual prompts as reminders of rules and routines<br>• Short, clear instructions<br>• Scaffolding, work modelled using a visualiser<br>• Structure, organisation and predictability in lessons<br>• Build Positive relationships with YP. Celebrate what they are good at. Golden tickets and house-points<br>• "Catch the young person doing something good"<br>• Careful use of seating plan<br>• Model how to ask for help in the classroom<br>• Giving YP responsibility in the classroom to increase self-esteem<br>• Effective behaviour management<br>• Clear proactive use or reminder – warning before use of sanctions. Labelling the behaviour, not the young person<br>• Avoid constantly talking about sanctions and rewards. | • 5 mins time out cards<br>• Movement break cards<br>• The LINK as a "calm down" space<br>• Use of LINK before school<br>• Use of LINK at break and lunchtime<br>• Key adult/ team for each YP<br>• SEND team trained in trauma informed strategies. Regular use of PACE<br>• SDQ, Core 5, ACES to identify need and monitor intervention<br>• Lego Therapy @ form-time<br>• Form-time Mentoring with a TA<br>• Check-ins with Mental Health Practitioner<br>• 1:1 support from Mental Health Practitioner, six sessions + check-ins (anger management, CBT)<br>• Learning plan or passport meeting with SENDCO/ deputy.<br>• Life-skills/ Functional Skills course at GCSE<br>• Norfolk STEPS, Personal Behaviour Support Plan (with pastoral team). | • 1:1 support for mild/ moderate mental health from Mental Health Support Teams.<br>• Support from CEPP 1:1 sessions, six sessions and report<br>• Educational Psychologist Visit, CEPP<br>• KICKS, mentoring from Norwich City Community Sports Foundation<br>• Regular support from YES – Katie Downes.<br>• Alternative Provision<br>• School 2 School Support<br>• Seek Specialist support from referrals to appropriate services: Early Help, Norfolk and Suffolk NHS Foundation Trust, Supporting Smiles.<br>• SEMH support with our therapy dog Albie (in the LINK) TBC<br>• Intervention with the New School and Community Teams.<br>• Thrive Form-time sessions.<br><br>**Where necessary:** reduced timetables, study time in the LINK |

| Sensory and Physical | | |
|---|---|---|
| **Classroom strategies** | **SEND team intervention** | **External agencies** |
| **Deafness and visual impairment**<br>• Ensure regular monitoring and checking of equipment takes place<br>• Check equipment is used in class<br>• Allow extra time for tasks to take place, consider fatigue<br>• Check pupil sitting in appropriate place where they can read, hear and lip-read. Check lighting. Face forward<br>• Simplify language<br>• Reduce background noise<br>• Cue in with the pupil's name<br>• Give student a copy of printed material<br>• Adapt font and size of text on screen, consider background colour<br><br>**Physical needs (as above +)**<br>• Ensure classroom clear and tidy<br>• Provide access to key worker<br>• Ensure reasonable adjustments to uniform<br>• Provide additional support to ensure wellbeing. | • Access assessment, advice and recommendations from professionals<br>• Ensure medical care plans in place<br>• Conduct risk assessment and make an accessibility plan<br>• Champion the voice of the child<br>• The LINK as a "calm down" space<br>• Use of LINK before school<br>• Use of LINK at break and lunchtime<br>• Key adult/ team for each YP<br>• SDQ, Core 5, ACES to identify need and monitor intervention<br>• Form-time Mentoring with a TA<br>• Specialist TA for VI and HI<br>• Check-ins with Mental Health Practitioner<br>• 1:1 support from Mental Health Practitioner, six sessions + check-ins (anger management, CBT)<br>• Sensory Profile Meeting/ Review<br>• Learning plan or passport meeting with SENDCO/ deputy. | • Refer to Just One Norfolk or GP<br>• Arrange a vision test<br>• Weekly visits from teacher of the deaf or hearing impairments<br>• 1:1 support for mild/ moderate mental health from Mental Health Support Teams.<br>• Extra support from INDES for equipment to support and increase access<br>• Support from CEPP, 1:1 sessions, six sessions and report<br>• Educational Psychologist Visit, CEPP.<br>• KICKS, mentoring from Norwich City Community Sports Foundation<br>• Alternative Provision<br>• School 2 School Support<br>• Seek Specialist support from referrals to appropriate services: Early Help, Norfolk and Suffolk NHS Foundation Trust, Supporting Smiles.<br><br>**Where necessary:** reduced timetables, study time in the LINK |

**DNHS Universal classroom checklist (based on Norfolk Steps):**

| Conditions for Learning | | Teaching and Learning | | Behaviour | | Individual need and activities that benefit all (reasonable adjustments) | |
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| | Consistent entry and exit routines | | Clear instructions and modelling (I do, we do, you do) | | Take time to understand your pupils' needs | | Behaviour Support Plans, educational support plans, one-page profiles, communication passports |
| | Independent work in silence | | Why are we doing this, and why are we working this way - make explicit | | Consistency of approaches from staff (e.g. Behaviour/relationship policy, behaviour plans, reward systems etc) | | |
| | Sensory stimulation balance:<br>• Tidy<br>• Temperature / stale air<br>• Tables are well spaced<br>• Display boards are simple<br>• Appropriate lighting (natural where possible)<br>• Reduced distractions<br>• Environmental sensory audit<br>Thought out seating plan for the needs of pupils | | Routines established (Transition cues)<br>Pupil knows:<br>What's happening now?<br>Next?<br>Where?<br>With who?<br>How long? (time or activity) | | Meaningful praise/rewards/motivation and stating what pupils are doing well during active circulation | | |
| | Organised materials/tools, including spare equipment for pupils | | Visuals to support/scaffold understanding. Processing time taken into account for verbal and written answers. Think, Pair, Share | | Everyone to experience success and achievement at key points in the day/week – 2 house points per lesson – golden and green tickets | | |
| | Compassion | | Cold calling – Question, Pause, Name | | Positive, helpful and healthy language<br>Use de-escalation and least invasive intervention – preserving pupil dignity | | |
| | Threshold restorative conversations | | Pupil independence promoted through established classroom and department routines | | Staff:<br>• Positive greetings<br>• Every interaction is an intervention - make every interaction count<br>• Body positioning for de-escalation and safety<br>• Tone/volume, words being used | | |