



Brentford School for Girls

SEND POLICY

Date: December 2020

Date of Review: December 2021

SEND POLICY

This policy has been updated following changes to the law and statutory guidance from September 2014 and to reflect the Special Educational Needs and Disability Code of Practice: 0-25 years (July 2014, updated May 2015). It sets our vision and principles for children and young people with SEND.

The SEND policy should be read in conjunction with Brentford School for Girls policies on Behaviour, Admissions, Equality, Safeguarding, SEND Information Report and the Accessibility Policy and Plan.

Definition of Special Educational Needs:

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of students. Some students who have special educational needs require educational provision that is additional and different to this.

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2015.

When a child or young person has special educational needs

- (1) A child or young person has special educational needs if he or she has a learning difficulty or disability that calls for special educational provision to be made for him or her.
- (2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- (3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- (4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Aims

Brentford School for Girls values the contribution that every young person can make and embraces diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All students are valued and respected as equal members of the school. As such, provision for young people with SEND needs is a matter for the school as a whole. All teachers are teachers of children with SEND. The Governing Body, Head teacher, SEND team and all other members of staff have important responsibilities.

The SEND Team aims to provide additional support for students who fall within the area of special needs. Students have special needs if they need additional provision i.e. which is in addition to, or different from the general differentiated curriculum, in order to progress. They may have a greater difficulty with learning than the majority of students of the same age, or they may have a disability which hinders them from making use of the educational facilities generally provided for students of the same age. This includes students with:

- Cognition and Learning needs

- Communication and Interaction needs
- Sensory/ Physical needs
- Social Emotional and Mental Health needs
- Medical needs

Students will not be regarded as having a learning difficulty solely because they have an EAL background.

The school also has a specialist provision unit for students with a EHCP statement of ASD.

OBJECTIVES

- To provide a broad and balanced curriculum with access for all
- To enable students with SEND to maximise their achievements
- To ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed
- To ensure that the needs of vulnerable students are identified, assessed, provided for and regularly reviewed
- To ensure that every department recognises its responsibility to meet the curriculum needs of every pupil
- To provide adequate and efficient support and resources for all pupils with SEND
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To take the views and wishes of the student into account
- To meet the requirements set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015)

The SEND Team

Named Governor: Ms Terri George

Designated Member of the Leadership Team with oversight of SEND: Ms Kelda Stevenson –Deputy Head Teacher

Assistant SENCOs: Ms Sally Stone and Ms Sarah Gibson

ASD Unit Leader: Ms Frances Dutton

SEN Team

Admin Support: Ms Andrea Cooper

Ms Althea Hartley-Forbes

Specialist TA: Ms Rachel Allum

LSA: Chloe Halliday

Abla Hamouda

Charlotte Byrne

Laura Duddy

ASD Unit

TA: Ms Jackie Titchmarsh

TA: Ms Sarah Doherty

TA: Ms Jenny Conlan

TA: Ms Amelia Canning

TA: Daniel Glebowki

The central aim of Inclusion is to raise the academic achievement of the school's SEND students. Within the school, provision for students with Cognition and Learning needs / Communication and Interaction needs/Sensory/Physical needs, rests primarily with the SENCO and the SEND team, they should lead and support staff to meet the needs of all students. Provision for students with a statement of ASD rests with the ASD Unit and the SEND Team. Provision for vulnerable students as well as those with SEMH and medical need rests primarily with the Pastoral Teams.

The ASD Unit with the SEND team are funded directly by the LA and provide specialist support in a mainstream setting for a small number of students with a statement of ASD. There are close links and regular meetings with the ASD, SEND team and the Pastoral team.

Special Educational Needs and Disabilities (SEND) Curriculum Provision

All students with SEND or a disability should have access to a broad and balanced curriculum and should be fully integrated into the school. The vast majority are taught in mainstream classes, alongside their peers, by subject teachers and study the curriculum appropriate to their age. All staff are aware of their responsibilities with regard to teaching and planning. They aim to:

- Provide suitable learning challenges
- Meet the students' diverse learning needs
- Remove barriers to learning and assessment

There may be a small number of students for whom withdrawal from some part of the curriculum is beneficial. This may be to provide literacy /numeracy or SLCN intervention. The school recognises that withdrawal can limit access to the curriculum and can sometimes have a negative impact and seeks to minimise this. Clear guidance is also given to some SEND students with regard to their GCSE and Post 16 options in order to ensure that choices are informed and will lead to success. Parents and students are fully involved in these decisions.

Reasonable adaptations will be made to all policies and procedures in school to ensure that all students with SEND can access a broad and balanced curriculum. All decisions will be made taking into consideration the updated guidance from Keeping Children Safe in Education (2018) and the need for all SEND pupils to be considered on a case by case basis.

Supporting Staff

With advice from and the support of the SENCO and the SEND Team, subject teachers are responsible for matching their teaching and learning strategies to the needs and abilities of each individual. They use a range of strategies to develop the student's knowledge, understanding and skills. Appropriate materials are modified or support is provided to enable the students with SEND to access learning or assessment tasks.

The school and teachers regularly review issues relating to the students with SEND. This includes classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

We are fully committed to supporting colleagues. We offer a range of services to staff with regard to managing students and assisting with both the academic and emotional well-being of students. The current system offers the following support for classroom teachers:

- Information and advice on individual students
- Information and guidance on appropriate teaching strategies
- Lesson observation and classroom strategies

- Through LSA/TA allocation; in class support focussing on learning needs

Communication and Information Sharing

We recognise and acknowledge that effective communication with staff underpins the success of our work. We welcome opinions, feedback and requests from all staff and encourage colleagues to liaise with us, visit us or to contact us. We recognise and value the importance of working together to ensure that all students are able to achieve their potential and to raise achievement across the school. Via on-going consultation and feedback from staff we are able to respond to ever changing needs and situations.

In order to ensure that all staff are able to access and utilise our service, we invite all new staff to visit us to find out about the range of support that we offer and to answer any questions.

Information is provided on individual students and most is stored electronically and available to staff on the Staff Shared N drive>Inclusion>SEN and SIMS.

- **Assessment Reports**

These are reports from external agencies e.g. Educational Psychologists, specialist teachers etc. from the Early Intervention service. They can be accessed on individual students SIMS pages via linked documents.

- **Meetings with Teachers**

These may be arranged to discuss and share information on individual students in order to establish successful strategies.

- **Review documentation**

Review meetings take place with the parents/carers of high priority students for example those with statements, to discuss progress and/or concerns. Relevant information from these meetings will be distributed to all necessary parties and can also be found on SIMS in the linked documents area or on the SEND page of each student.

- **Information for Reviews**

Information is collated from all staff members who teach individual students receiving support from the SEND Team, in order to report on the needs, progress and successful strategies employed by staff.

- **Strategies for working with SEND students**

Generic SEND strategies and materials, which will assist in staff development, are held on the staff shared drive in the SEND folder and on SIMS. The SENCO also has a number of related books and other materials which staff are welcome to use in order to improve their understanding of SEND and effective teaching strategies. These can be found in the SEND Department base.

- **Provision**

Class teachers who want to see what provision is in place for students they teach or work with can find this on SIMS/Inclusion drive.

ROLES AND RESPONSIBILITIES WITHIN THE SEND TEAM

The SEND team including the SENCO, Deputy Head teacher Kelda Stevenson, Assistant SENCOs Sally Stone and Sarah Gibson and the ASD Unit Leader, Frances Dutton are responsible for:

- The strategic direction of SEND provision

- The day-to-day co-ordination of SEND provision within the school
- Overseeing the arrangements for the implementation and co-ordination of SEND policy
- Advising on a graduated approach to providing additional SEND support
- Liaising with SLT regarding the allocation of LSA/TA support within curriculum areas
- Liaising with other schools, educational psychologists and outside agencies or assisting other members of the team to do so
- Liaising with potential next providers of education, to ensure a pupil and their parents are informed about options, and to plan for a smooth transition
- Holding regular meetings with the SEND team to monitor student progress
- Providing more detailed information and recommending strategies for staff working with students with more significant special educational needs
- Providing CPD guidance re SEND and strategies for staff.
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Monitoring the progress of SEND students – providing reports for review meetings and external agencies
- Making decisions about removing students from/adding students to the SEND register and deciding whether individual students need to be moved from one stage of intervention to another
- Arranging for formal annual review meetings for students with statements or EHCP's of SEND and review meetings for students at School Support (K).
- Liaising with parents of students with SEND

LSAs/TAs are responsible for:

- Working in the classroom as directed by the subject teacher
- Knowing the specific needs and using the strategies for all SEND students they teach
- Keeping the subject teacher, subject leader and SENCO informed of progress and concerns
- Updating records on SIMS / providing the relevant information so that records can be updated

Whole school responsibility for meeting the needs of students with SEND

It is recognised that responsibility for meeting the additional needs of all students rests with the whole school. This includes the Governing body, the head teacher and all teachers. The school follows the Assess, Plan, Do, Review cycle in meeting the needs of SEN students as outlined in the Special Educational Needs Code of Practice (2014).

Subject leaders are responsible for:

- Advising on the allocation of a LSA/TA to classes within their curriculum areas
- Identifying CPD needs re SEN within the department
- Monitoring the progress of SEND students taught within their subject areas and ensuring that appropriate intervention is in place

Subject Teachers are responsible for:

- The progress of all pupils in their class including those with SEND
- Ensuring that they use an appropriate range of strategies so that pupils needs are met and progress is made
- Working with the LSA or TA if available

Heads of Year / Tutors

- Should know the additional needs of students within their Year or tutor group
- Monitor the progress of the students and raise concerns where needed with parents and the SENCO

ADMISSION ARRANGEMENTS

The Head teacher is responsible for the admission arrangements laid down by the Local Authority. The school acknowledges its responsibility to admit children with already identified SEND as well as identifying and providing for those not previously identified as SEND.

ALLOCATION OF RESOURCES

The Governors and head teacher are responsible for the allocation of SEND funding provided from the following sources:

- The school's allocation for all pupils
- Prior attainment data
- Social factors (FSM)
- Statement funding

IDENTIFICATION

Identification of students with SEND results from:

- Information from either the primary or previous school which is passed to the SEND team
- The school's own baseline assessments (CATs scores)
- Dyslexia Screening (LUCID LASS)
- KS levels / progress based on data collections
- Teacher referrals
- Head of Year referrals
- Parent referrals
- Pupil self referrals
- Referral from an outside agency

All assessment documentation and other related information is held on SIMS or in SEND files, which are kept in the SEND admin office.

The criteria for identifying the appropriate level of need are set out in Appendix 1.

PROVISION

Allocation of resources is determined by priority to those pupils who are deemed to have the greatest need. The provision menu is shown in Appendix 2.

Wave 1 Provision

High quality inclusive teaching in the classroom, clearly targeted at all students' needs and prior learning, is the basis of Wave 1 provision. Lesson planning and schemes of work are designed to move students from where they are to where they need to be. Effective intervention is based on good use of data. Student progress is monitored through data tracking. A student might be identified as in need of additional assistance in class because they are already known to have a special educational need or they are not making expected progress. The student may already be on the SEND register but other students can be identified for investigation by the class teacher if they begin experiencing difficulties with the curriculum. Either way it is the class teacher's responsibility to intervene in order to enable the student to make progress. Wave 1 intervention is delivered by the classroom teacher as part of their responsibility to ensure that all students in the class succeed. Intervention may be in the form of:

- Differentiated materials and teaching strategies
- Different learning experiences

- Reward systems
- Learning targets
- Additional teacher time
- Class grouping / seating plan
- Homework club / study support
- Home programmes of work
- Discussion with parent / carers on support at home
- Discussion with SLT / SENCO to identify possible strategies

Wave 2 Provision (I)

A student is identified as not making progress despite wave 1 intervention. There may be a lack of progress across several subject areas (core subjects at KS3 / GCSE courses in KS4). Alternatively, a student has a known special educational need which requires additional support. At this point, some discussion will be needed as to additional support the SEND team can provide. Wave 1 provision will continue, plus there may be additional time limited tailored intervention/support which might include:

- Additional support from LSA/TA or support staff
- Meeting with the student/parents to discuss concerns and strategies to support learning
- Meeting with teachers to discuss strategies and support
- Advice to teachers on appropriate teaching and learning strategies
- Meeting with Head of Year to discuss a mentoring programme
- In class support from LSA/TA
- Modification of timetable/reduced GCSEs etc.
- Careers advice
- Liaison with or referral to external specialists for further advice
- Collating information and recommended strategies for teachers

Wave 3 provision (School Support (K))

Certain students with significant learning difficulties may require further, personalised intervention. Provision at Wave 1 and 2 will continue but in addition there will be an increasingly individualised programme, which may include:

- Collating and updating information and recommended strategies
- Advising class room teachers and LSAs/TAs of these strategies
- Referral to external agencies for diagnostic assessment and work with an individual
- Review of the interventions available and actively exploring new ways of supporting students
- Meeting with the student/parents to discuss concerns and strategies to support learning
- Small group work or one to one intervention out of a lesson
- Alternative curriculum

Some students may already have a EHCP (E)form primary school detailing the additional support that they require. Annual reviews are held relating to these students. These involve parents, students, teachers and identified agencies, in a review of learning needs and teaching provision. The outcome of the review will be to consolidate targets, arrange new targets and ensure resources are deployed appropriately.

REVIEWING, MONITORING AND EVALUATING THE SUCCESS OF THE EDUCATION PROVIDED FOR SEND STUDENTS

The school, including the Governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The school recognises that it needs to employ a series of methods to gather data for analysis including:

- Regular observations and learning walks – evidence of differentiated teaching methods / programmes of study
- Analysis of the attainment and achievement of different groups of students with SEND
- Success rates in respect of targets
- Post 16 destinations of young people with SEND
- Scrutiny of teacher’s planning and student’s work
- The views of parents and the students
- Regular monitoring by the governing body/SEND governor
- Maintenance of assessment records – numeracy, reading and spelling ages etc – that indicate progress over time for students involved in small group / individual intervention
- Assessment levels
- Departmental reviews of the progress of SEND students
- Annual reporting on successes and identifying aspects for future improvement
- Monitoring the number of students requiring lower levels of support – movement on the SEND Register
- Monitoring procedures for identification and assessment of and provision for students with SEND

ARRANGEMENTS FOR DEALING WITH COMPLAINTS FROM PARENTS

Complaints about provision in relation to individual students or about provision in general, should be referred to the Assistant SENCOs, in the first instance. If there is a failure to reach an agreed way forward, the complaint will be referred to the Deputy Head teacher. If there is still no satisfactory resolution the complaint can be referred to the Head teacher and finally to the School’s governing body.

ARRANGEMENTS FOR IN-SERVICE TRAINING

- SENCO attendance at local and national courses/conferences
- Membership of SEND organisations
- Training for TAs,LSAs and non-teaching staff
- In school sessions – SENCO/Deputy Headteacher delivering/organising a programme of training for teachers and support staff on the different categories of SEND/strategies/use of LSA/TA
- Delivering induction programme for newly qualified staff and staff new to the school
- Subject teachers are encouraged to develop their own subject specific expertise by attending relevant courses and/or seeking out information

LINKS WITH OTHER SCHOOLS TEACHERS AND FACILITIES

The SENCO works closely with SENCOs in other schools in Hounslow in developing policy and good practice. With regard to secondary transfer the SENCO liaises with feeder primary schools to collect information on all students who are considered to have SEND.

Links with health, social educational and welfare services are maintained.

THE ROLE OF PARENTS OF CHILDREN WITH SEND

The school believes that all parents of students with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision
- Parents are welcomed by the SEND Department
- The Deputy Headteacher/ Assistant SENCOs should keep parents informed of changes to their daughter's SEN status
- The Deputy Headteacher / Assistant SENCOs will meet with parents in the Annual Review meetings for pupils with an EHCP
- The SEND department will endeavour to communicate regularly with parents and explain school SEND procedures
- Parents should be invited to contribute to the recommendations and strategies
- Parents will be invited to attend Progress Review meetings.
- The SEND Department will investigate any concern parents might have regarding SEND
- The SEND department will support parents by arranging for them to have specialist advice from external agencies.

Appendix 1: Criteria for (I) (K) and identifying students with SEND, including movement on/off the register

Many pupils experience some difficulties with their learning, but have their needs met through appropriate differentiation within the classroom. These pupils would not be placed on the SEND register. However, where progress is not adequate, despite effective classroom teaching, and a student falls behind their peers, the school will take additional or different action to enable the student to learn more effectively. At this point, a student will be placed on the SEND register.

Decisions about placing a pupil on the register at I or K are made taking a range of factors into account.

SEND - I

- Reading, spelling or number ages which are approximately 2 – 3 years behind chronological age
- CATs scores on VR/NVR of below 85
- Writing sample levelled at least 1 level below that expected
- Assessment levels approximately 1 level or more below that expected at KS3 or below grade 1 at GCSE
- Teacher concerns about slow progress despite high quality teaching and differentiation
- Disabilities or other difficulties which require additional provision of resources so that the student can access the curriculum and make progress in line with their potential
- Information from previous school identifying the student as being on the SEND register at this level

SEND School Support - K

- Reading, spelling or number ages which are more than 3 years behind chronological age and where the gap is not closing despite intervention
- CATs scores on VR / NVR of below 75
- Assessment levels approximately 2 levels below that expected at KS3 or below P61 at GCSE
- Information from previous school identifying the student as being on the SEND register at this level
- A referral to an external professional is considered necessary for further advice and guidance or intervention

Students moved to (K) when referred to an external agency for further assessment or advice or intervention may be moved back to I once the external involvement ends.

Students progress can be monitored through the cycle of data collection and at the end of the academic year. This can be used to assess whether students remain on the register at the level they have been placed, move up or move down.

Appendix 2: Provision menu

Some provision will be revised during the year , particularly in 2020/2021 due to COVID.

Year 7	Target group	Delivered by	When/how long/What
Breakfast Club	Selected Students	Sarah Doherty	07:45 – 08:30 every day
Homework club	All pupils	LSAs/TAs/teachers	Lunch time x 3 days Lexia x 3 per week
Accelerated Reader Lexia	All pupils Selected pupils	Teachers/Learning Resource Centre LSA/Joy Evans	Accelerated Reader 1 lesson per week for all pupils at Key Stage 3
LSA/TA support in lessons	Students with a high level of need on SEND List	LSAs/TAs/SENCOs/ASD Unit Leader	On going
1:1 Intervention (SEND)	Targeted support for individual students - spelling/reading/organisation	TAs/LSAs/External Agencies	Tutor time Other times as arranged out of lesson. Meeting with external Agencies as required
SLCN Intervention	Pupils with SLCN difficulties	Specialist TA/outside agency (Training programme)	6 week programme 1 lesson per week
ASD intervention	Students with ASD	ASD Unit	Drop in. Targeted support and individual study. Support in lessons
SEMH	Students struggling to adapt to secondary/vulnerable students/those with medical or physical needs	Hub Team/Jo Davies/Angela Stone/Heads of Year External agencies	Mentoring/Monitoring of Red Alert pupils
EiS referral/support PD/VI support EP referral	Students identified as needing further assessment	EIS EP External specialists	As required
Year 8	Target group	Delivered by	When/how long
Breakfast Club	Selected Students	Sarah Doherty	07:45 – 08:30 every day
Lexia	Selected pupils	LSAs/TAs/Joy Evans	Tutor time
Accelerated Reader	All pupils	Teachers/Head of Learning Resource Centre LSAs/teachers	Accelerated Reader – One lesson per week for all pupils in Key Stage 3
Homework Club	All pupils		Each morning
LSA/TA support in	Students with high	LSAs/TAs/SENCOs/ASD Unit	On going

lessons	level of need on the SEN register	Leader	
1:1 Intervention (SEND)	Targeted support for individual students	JO/LSAs/External Agencies	Tutor time 1:1 lessons as required Meeting with external agencies as required
SEMH	Targeted support for individual pupils	HUB Team/Jo Davies/Angela Stone/Heads of Year/ External agencies	Mentoring/Monitoring for Red Alert Pupils
Transition	Students identified as needing specific guidance with option choices	SENCO/ASD Unit Leader/ SLT /Head of Year	Meetings with parents and students to discuss alternative curriculum /study support
ASD Intervention	Students with ASD	ASD Unit	Drop in. Targeted support and individual study.
EiS referral/support PD/VI support EP referral	Pupils identified as needing further assessment	EIS Team EP Outside specialism	As required
Year 9	Target group	Delivered by	When/how long
Breakfast Club	Selected Students	Sarah Doherty	07:45 – 08:30 every day
Lexia Accelerated reader	Selected pupils All year 9	LSAs/TAs/Joy Evans Teachers/H	In tutor time 1 class per week
LSA/TA support in Lessons	Students with high level of need on SEN List	LSA/TA	On going
1:1 (SEND)	Targeted support for individual students	SENCOs/LSAs/TAs/External Agencies	Tutor time 1 lesson per week half term programme - as arranged. Meeting with External Agencies as required
SEMH	Students struggling to make expected progress/vulnerable students	Hub Team/Angela Stone/Jo Davies/LSAs/External agencies/Heads of Year	Mentoring meetings for Red Alert pupils
ASD intervention	Students with ASD	ASD unit	Drop in or targeted support Support in lessons
EiS referral/support PD / VI support EP referral	Students identified as needing further assessment	EIS EP External specialists	As required
Year 10	Target group	Delivered by	When/how long

Breakfast Club	Selected Students	Sarah Doherty	07:45 – 08:30 every day
LSA/TA support in lessons	Students with high level of need	LSA/TA	On going
1:1 Intervention (SEND)	Targeted support for individual students	SENCO's/ASD Unit Leader/ LSA/Specialist TA	Tutor time Other times as arranged Meeting with external agencies as required
ASD intervention	Students on ASD spectrum	ASD unit	Drop in or targeted support.
SEMH	Students struggling to cope with exam pressure/ vulnerable students	Hub Team/Angela Stone/Jo Davies/LSAs/TAs/Heads of Year/external agencies	Academic mentoring Counselling
Intervention across the curriculum	Underachieving pupils and those that require extra support	Subject teachers	After school
Access Arrangements Alternative Resources i.e. reader/scribe/laptops	Students with special consideration for exams	SENCOs/ASD Unit Leader/ LSAs/Specialist TA	All school and public exams as well as some class assessment
EIS referral/ PD/VI/Hi/ Behaviour support EP referral	Students identified as needing further assessment	EIS EP External specialists	As required
Mentoring	Targeted Groups	LSAs/TAs	1 x weekly for individual students
Year 11	Target group	Delivered by	When / how long
Breakfast Club	Selected Students	Sarah Doherty	07:45 – 08:30 every day
In class support	Students with a high level of need	LSAs/TAs	On going
Study Support Academic mentoring	Students with a	Teachers	2 – 3 lessons per week for some pupils
1:1	Targeted support for individual students	SENCO's/ASD Unit Leader/ LSAs/External Agencies	Tutor time Other times as arranged 1x per week out of PSE/PE Meeting with external agencies as required
Intervention (SEMH)	Students struggling to cope with exam pressure/vulnerable students	HUB Team/Angela Stone/Jo Davies/External Agencies	Mentoring
Access Arrangements Reader/Scribe/laptops Alternative room	Pupils with Access arrangements for exams	SENCO's/LSA/Specialist LSA/TA	Examinations
ASD intervention	Students with ASD	ASD unit	Drop in or targeted

	spectrum		support Support in lessons
Transition package	Students unlikely to achieve 5 A - C grade	Careers co-ordinator SLT	To advise on next steps and help with college applications
Mentoring	Targeted Groups	LSAs/TAs	1 x weekly for individual students
Homework Club	SEND Year 11 students	LSA/TAs	Lunchtime x 5 days

Glossary of Terms

SEND - Special educational Needs and Disability
EHCP - Educational Health Care Plan
SL&C - Speech, Language and Communication
EP - Educational Psychologist
SENCO - Special Educational Needs Coordinator
ASD - Autistic Spectrum Disorder
TA – Teaching Assistant
LSA – Learning Support Assistant
SEMH – Social, Emotional, Mental Health
LA – Local Authority
SLCN – Speech, Language and Communication Needs
SLT – Senior Leadership Team
CPD – Continuing Personal Development
FSM – Free School Meals