



Hempstead Schools Federation SEND Report and Policy July 2026

- 1 This policy is written in line with the requirements of:

The statutory [Special Educational Needs and Disability \(SEND\) Code of Practice, 2015](#) 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 [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
- 2 This policy should be read in conjunction with the following school policies: Behaviour/Discipline Policy, Equalities Policy, Safeguarding Policy, Homework Policy, Complaints Policy, Accessibility Plan.
- 3 This policy was initially developed with parents/carers, representatives from the governing body and teachers and will be reviewed annually.
- 4 **Early Years Foundation Stage**
This policy also meets requirements relating to provision for special educational needs in the Statutory Framework for the Early Years Foundation Stage.
- 5 **Definition of SEN**
 - 5.1 A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
 - 5.2 A child of compulsory school age or a young person has a learning difficulty 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. *SEN Code of Practice (2015, p 14-15)*

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.

6 Definition of disability

- 6.1 Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p15)*

7 Identifying Special Educational Needs

The SEND and Disabilities Code of Practice 2015 identifies 4 categories of SEND. Pupils identified within school as having SEND will be registered under one of the following categories:

- Communication and Interaction, for example, autistic spectrum disorder, social communication difficulties, speech and language difficulties
- Cognition and Learning, for example, specific learning difficulties, including dyslexia, dyscalculia and dyspraxia, moderate learning difficulties, severe learning difficulties
- Social, Emotional and Mental Health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), attachment and separation difficulties, anxiety
- Sensory and/or Physically needs, for example, visual impairments, hearing impairments, processing difficulties, multi-sensory impairment, physical impairment.

8 Aims

- 8.1 We are committed to early identification of special educational needs and adopt a graduated response to meeting pupil’s special educational needs in line with the 2015 Code of Practice.
- 8.2 We recognise that early identification is key to improving long term outcomes for pupils.
- 8.3 We understand the need to evaluate targets with the pupil concerned, considering their age and understanding in order to make the provision more effective.
- 8.4 All teachers are teachers of children with additional educational needs and will seek to meet the needs of the children, where ever possible, within their high-quality inclusive classroom teaching.

- 8.5 All teachers will use the cycle of 'Assess-Plan-Do-Review' to inform them of progress and to inform them of the next stage (Refer to Appendix 1):
- To identify and support the needs of all pupils.
 - To ensure equality of access to the curriculum regardless of special educational needs or disability.

9 Objectives

- To identify and provide for pupils who have additional needs and special educational needs.
- To work within the guidance of the SEND Code of Practice 2015
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff to enable them to work with the procedures set out in this policy
- To provide partnership and high levels of engagement with parents
- To provide access to the curriculum for all pupils

10 Assessment

- 10.1 Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. (Refer to Appendix 2) At Hempstead Federation we are experienced in using the following assessment tools:

- **GL SEN Assessment Tool Kit** – this is an up to date and thorough assessment package which has been in use across the Federation since December 2018. It includes assessments around Dyslexia, Numeracy and Literacy, working memory, Reading, Mental Health and Wellbeing. This assessment tool kit is used as the first step in investigation of SEN and to gather evidence towards specialist referrals.
- **SpLD Assessment** - children who are identified as at risk in the GL Assessment and demonstrate dyslexia traits may be referred to the Learning Support Teacher for a full specific learning difficulties assessment.
- **York Assessment of Reading for Comprehension (Second Edition) (YARC2): Early Reading** - assesses alphabetic knowledge, single word reading and phoneme awareness.
- **York Assessment of Reading for Comprehension (Second Edition) (YARC2) : Passage Reading** - assesses the accuracy, rate and comprehension of oral reading skills in primary school children aged 5 to 11 years, who have already made a good start in developing decoding skills.
- **The Phonological Assessment Battery 2nd Edition Primary (PhAB2 Primary)** - to assess children's awareness of phonology, or in other words their ability to process sounds in spoken English.
- **Schonell Spelling Test** – can be used to assess pupils' spelling ability and to provide a spelling age.
- **Toe by Toe Reading Age Test** – an individual word reading test which can give a basic reading age for a pupil
- **Sandwell Early Numeracy Test** – can be used to assess pupils' ability with numbers, through five strands of basic number skills

- **The British Picture Vocabulary Scale (BPVS)** - this assessment looks at the child's internal language – the words they know and understand. We use this test if we are concerned about a child's comprehension skills. This may also be used as part of a package of tests if there have been concerns about a child's lack of progress or a parent has raised specific concerns.
- **Speechlink, Language Link and WellComm assessment** are tools to assess speech, language and communication skills and are applied if there is a concern around child's spoken language.
- **BEAM motor assessment** to establish any difficulties with gross motor control.
- **NASSEA** – English as an Additional Language Assessment Framework. Used to monitor language progress in EAL children and help distinguish between what is an expected second language acquisition process and SEN.
- **Checklists** - linked to identifying traits relating to different conditions and needs, such as Autism, ADHD, anxiety, Developmental Coordination Disorder [DCD], dyslexia and dysgraphia.

11 Outside Agencies

11.1 We have access to external advisors who can use further specialised assessments. The external agencies available to schools:

- Medway Children's Therapy Team (including Speech and Language and Occupational Therapists, School Nursing Team, Paediatricians)
- Medway Functional Communication (independent SaLT)
- An independent Occupational Therapist
- PASS (Physical & Sensory Service) to support pupils with physical disability, hearing impairment and or visual impairment
- Fortis Trust Specialist Support Service
- Marlborough Outreach Team (ASD specialists)
- Kent Children & Young People's Mental Health Service (CYPMHS- NEFLT) including Medway Emotional Support Team
- Early Help/ Family Solutions
- Social Services
- Educational Psychology Service (mainly through the EHC Needs Assessment process)

11.2 The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These results will be shared with parents, and may result in a School Based Plan being devised which is reviewed regularly, and refined/ revised as necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

11.3 If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is amended parents will be notified.

11.4 We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. This is shared through the use of an electronic chronology system, Pupil Profile documents, School Based Plans and EHCP Provision Plans.

12. Information about the schools' policies for making provision for pupils with special educational needs.

12.1 The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

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

12.2 For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collection of all annual review evaluations of effectiveness will be reported to the governing body.

13 The schools' arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the schools has their progress tracked by class staff and updated on to the school's data system at least three times per year. In addition to this, pupils with special educational needs may have more frequent assessments. The frequent scrutiny of pupil's progress enables staff to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made, a School Based Plan may be set up or an existing plan will be reviewed and adjusted.

14 How the effectiveness of the provision made for pupils with SEN is evaluated.

The attainment and progress of pupils with SEN is discussed and monitored at regular Pupil Progress Meetings over the year. The SENDCo attends these meetings alongside the HTs/DHTs, Year Group Leaders and the class teachers. At these meetings, pupils who are not making satisfactory progress are discussed and provision reviewed. The attainment and progress of SEN pupils is also shared with governors so they may challenge the school on the effectiveness of provision.

15 The schools' approach to teaching pupils with special educational needs

15.1 High quality teaching, adjusted and adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. *SEN Code of Practice (2015, 6.37)*

15.2 At Hempstead Schools Federation the quality of teaching is judged to be good across both schools.

15.3 We follow the National Standards for Teachers 2012 to ensure that our teaching conforms to best practice.

- 15.4 In meeting the National Standards for Teachers 2012 the schools employ some additional teaching approaches, as advised by internal and external assessments e.g., one to one tutoring / precision teaching / mentoring/ small group teaching/ use of ICT software learning packages. These are usually delivered by additional staff employed through the funding provided to the school as 'notional SEN funding.'

16 How the schools adapt the curriculum and learning environment for pupils with special educational needs

- 16.1 At Hempstead Schools Federation, we follow the advice in the National Standards for Teachers 2012 on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans where appropriate. Refer also to the schools' Accessibility Plans.

- 16.2 As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the school has included the following strategies as part of the schools' accessibility planning:

- Positive Handling training for all staff
- DSL Safeguarding training completed by all staff
- Use of Mathletics IT programmes to support learning core skills in mathematics. (HJS)
- Target use of Read, Write, Ink phonics and use of Phonic Bloom IT programme to support identified pupils in literacy (HJS)
- Regular support from the Children's Therapy Team – Paediatrician, Health Visitor/School Nursing, Occupational Therapy and Speech and Language Departments.
- Regular support from NEFLT's Medway Emotional Support Team
- Implementing strategies suggested in MCH's Core Standards
- Input from independent Speech and Language Therapists and Occupational Health Therapists
- Implementing recommendations from PASS (Physical & Sensory Service)
- Implementing recommendations from the Educational Psychologist usually through the EHC Needs Assessment process
- Implementing recommendations from Marlborough Outreach Team (ASD Specialists) and the Fortis Trust Specialist Support Service.
- Implementing strategies from specialist teachers, such as Jamie Evans (Your Specialist Teacher)
- Referrals to Medway's Family Solutions [Early Help] to access support for families beyond the school's remit.

17 Additional support for learning that is available to pupils with special educational needs

As part of the devolved budget the schools receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our whole school provision maps. In very few cases a very high level of support

is required. The funding arrangements require schools to provide up to £6000 per year of resources for pupils with high needs. Above that amount, the school can try and apply to the Local Authority to top up the school budget for individuals or for groups of pupils. [NB: This has been placed on hold from Term 6, 2025] From September 2023, the Local Authority moved to a Funding Banded Matrix System linked directly to the awarding of Education Health Care Plans.

18 How the schools enable pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Hempstead Schools Federation are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the schools will use the resources available to them to provide additional adult support to enable the safe participation of the pupil in the activity.

19 Support that is available for improving the emotional and social development of pupils with special educational needs

- 19.1 At Hempstead Schools Federation we understand that an important feature of the schools is to enable all pupils to develop emotional resilience and social skills, both through direct teaching of social communication groups, PSHE, assembly time and indirectly with every conversation adults have with pupils throughout the day.
- 19.2 For some pupils with the most need for help in this area we can provide the following: access to a Family Liaison Officer (F.L.O.) who is also a trained ELSA (Emotional Literacy Support Assistant), Social Use of Language program, group mentor time with a member of senior leadership team, external referral to CYPMHS – NEFLT and a time-out space for pupils to use when upset or agitated. From September 2023, the school employed a Mental Health Worker who this year has been on site one day a week. They undertake 'talk and draw' sessions with pupils and offer additional support for parents/families. The school was also accepted to be part of the Kent and Medway ICB's Mental Health Support Team (MHST) provision; known locally as Medway Emotional Support Teams. An Emotional Support Team Practitioner has been in place from September 2024 and can offer support through assemblies, parental workshops and group or individual work with pupils. They are usually on site one day a week and their work is aimed at supporting low-mood and anxiety, managing friendships and understanding emotions. They are also able to offer online support through the OSI program as well as have the potential to signpost to other avenues of support.
- 19.3 Pupils with immature social emotional development or specific well-being difficulties, because of their special educational needs, will be supported to enable them to develop and mature appropriately. This may require additional and different resources, beyond that required by other pupils and the school will look to source this, such as through the School Nursing Team and NEFLT. The school has also previously referred to the Emotionally Based School Avoidance (EBSA) support through the Local Authority's Educational Psychologist Service and is in the process of further developing this support. This includes submitting Section 19 referrals to the TripleR Outreach to try to work on reintegration support when needed. Use of

outreach support from Marlborough Outreach Team and Forest Autism Support, including meetings with parents and home visits have also been used to offer additional support. Extra help for support at home can also be sourced through the Place2Be articles from their Parenting Smart App. The school also signposts parents to specific parenting courses to review behaviour management techniques, which can also support health team referrals if it is felt to be required.

20 Roles and Responsibilities of the SENDCo

The SEND Coordinator can be approached by staff, parents or governors on issues regarding provision for additional educational needs, involving:

- To promote, implement and monitor the schools' SEND Policy.
- To liaise with staff, oversee SEND staff development and teaching functions.
- To selectively feed in ideas and information.
- To oversee the day-to-day operation of the schools' SEND Policy.
- To advise class teachers.
- To take the lead in managing provision for pupils identified as needing SEN Support.
- To update and oversee the records on all pupils with SEND in consultation with the class teacher.
- Alongside the head teacher, to manage/operate an information system about pupils with SEND.
- To ensure that medical records of children with needs are kept, drawing together information from all agencies.
- To liaise with parents and external agencies, including the Educational Psychology Service (EPS), other support services and voluntary bodies.
- To organise and manage three In-School Review Meetings per academic year [NB: Medway EPs were not available for these in 2024 onwards due to the Local Authority focusing their time on the backlog of EHC Needs Assessments]

21 The name and contact details of the SEN Co-ordinator

- 21.1 The SENDCo at the Hempstead Schools Federation is Mrs Emma Taylor who is a qualified teacher with over 26 years teaching experience. During her teaching career, she has worked at several different schools including two schools with attached specialist provisions: one for ASD and the other for behaviour/social emotion and mental health needs. Mrs Taylor has been a SENDCo since 2016 and received a Postgraduate Certificate in SEN Coordination in 2019. She stays up to date with relevant training and is part of the ZONE Consortium and Medway SEND Forums to ensure the most appropriate support for our pupils. Mrs Taylor is a part-time member of staff and is based at the Juniors on Mondays and Tuesdays and the Infants on Wednesdays and Thursdays.

22 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secure

- 22.1 Teachers and teaching assistants have had the following awareness training:
- SEND Reforms and The Code of Practice 2015
 - First Aid training
 - Medway Schools Core Standards: Hopscotch Bronze Level linked to sensory

processing, movement, behaviour and language, speech & communication (HJS TAs)

- ASD awareness and how to support pupils (through MOT)
- PDA training and how to support pupils (through MOT)
- Sensory Circuits (Junior staff and Infant TAs through MOT)
- Developing the role of TA's within the classroom to better support pupils
- Team Teach and Positive Handling
- De-escalation methods (Infant staff through Fortis Trust)
- Training to all TAs on classroom SnL strategies (through school's Independent SaLT)
- Specific TAs have received individual training from SaLTs regarding supporting specific pupils

Specific training in this year 2023-24:

- SEND updates relating to identifying need, target setting, Medway's core provision document, School based plans and new banding matrix
- Precision Teaching (All Junior TAs and some Infant TAs)
- Graphic Facilitation (TA working with the school's Specialist Support Teacher)

Specific training in this year 2024-25:

- Trauma Informed Practice (all staff)

Specific training in this year 2025-26

- Emotional Based School Avoidance (EBSA)
- Asthma training (Infant staff – also planned for the Juniors)

22.2 Where a training need is identified beyond this, we will look to source a provider who is able to deliver it. Training providers we can approach are: Educational Psychology Service, Medical Practitioners through the NHS, Speech and Language Therapists, Occupational Therapists, Physio therapists, dyslexia specialists, PASS, Marlborough Outreach, Fortis Trust and online sources such as SEND Station, etc. The cost of training is covered by the notional SEN funding.

23 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, apply for Top Up Funding [if available], apply through the EHCP Banding Matrix or seek it by loan.

24 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

24.1 In addition to receiving a written report detailing their child's progress in school, all parents of pupils at Hempstead Schools Federation are invited to discuss the progress of their children at parent teacher meetings during the school year. The schools have an open-door policy and parents are encouraged to discuss concerns with their child's class teacher initially; who can liaise on the parent's behalf to action

the involvement of the SEND team, other supporting staff or senior leaders within the school. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded and tracked on a Provision Map.

- 24.2 If following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better.

The school will undertake rounds of the Assess, Plan, Do, Review Cycle:



Following this, if a pupil fails to make suitable progress then the pupil will be identified as having special educational needs because special educational provision is being made and the parents will be actively supported to contribute to the assessment, planning and review of this provision. Parents will be informed by their child's teacher if their child is receiving support from the SEND team.

- 24.3 In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend a Person Centred Annual Review (PCAR) meeting, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents and provides a meeting space to discuss how a pupil has progressed against their targets and to set new interim targets for the following year.

25 The arrangements for consulting young people with special educational needs about, and involving them in their education

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the

young person taking more responsibility and acting with greater independence in later years.

26 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The SEN Governor for 2025-26 is: Jeff Hills

- 26.1 The normal arrangements for the treatment of complaints at Hempstead Schools Federation are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher, Head of Year, SENDCo, the school's Family Liaison Officer (FLO) and Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.
- 26.2 If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-Tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.
- 26.3 There are some circumstances, usually for children who have an Education and Health Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

27 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The schools engage with the following bodies: -

- Access to Educational Psychologists currently mainly through the EHC Needs Assessment process
- Access to local authority's service level agreement
- Speech and Language Therapy Services
- Occupational Therapy Services
- Physiotherapy Services for pupil with requirement for direct therapy or advice
- Medway's Physical and Sensory Service [PASS]
- Health Team services for staff training or advice
- Family Solutions [Early Help] to offer more support for difficulties at home

28 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Medway SEND Information Advice and Support Service (SENDIAS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education.

29 The schools' arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

29.1 Transition

At Hempstead Schools Federation we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The SENDCo and FLO work to help ensure pupils are supported across the Key Stages particularly through the transition from Yr 2 to Yr 3. The SENDCo liaises with the Pastoral and Additional Educational Need departments of all main Secondary School receiving pupils from Hempstead Junior School. Additional visits for parents and pupils are arranged where necessary. Where a child with an Education Health Care Plan is in Year 6, their new secondary school is invited to attend the PCAR meeting to help support the process of transition.

29.2 We also contribute information to a pupils' onward destination by providing information to the next setting.

30 Information on where the local authority's local offer is published.

The local authority's local offer is published on Medway Council's website and a link is also available via the schools' websites. The Local Offer is an online hub that lets young people with special educational needs and disabilities (SEND) and their parents and carers know what services are out there for them, and how they can access them.

https://www.medway.gov.uk/info/200307/special_educational_needs_and_disabilities_send_information_hub/831/about_medways_send_information_hub_local_offer

Parents without internet access should make an appointment with the SENDCo for support to gain the information they require.

31 Admission of pupils with disabilities

31.1 The school follows LA procedures for admissions, and this is applied regardless of disability. However, if appropriate, if a child with a particularly disability seeks admission, the schools will assess whether the school environment and staffing is able to meet those needs and whether reasonable adjustments may be made to accommodate them. The schools will work closely with the pupil's family and LA agencies to ensure it meets its obligations.

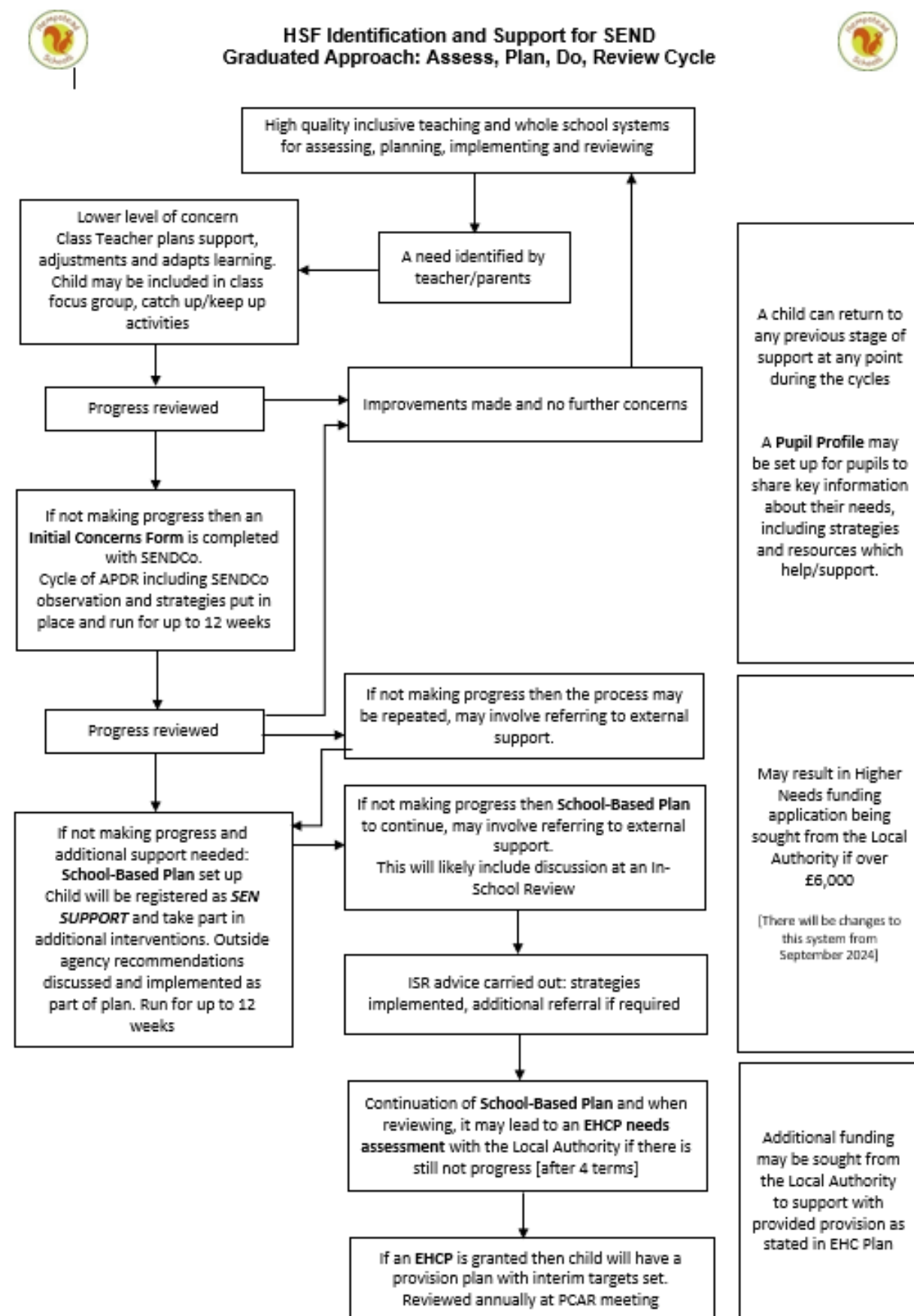
The schools have a rigorous PSHE curriculum in place, part of which explores the respect, tolerance and acceptance of differences and disabilities and the rights that all children, regardless of need should enjoy. Refer to the schools' accessibility plans for further detail; this is available to view via the schools' websites.

Emma Taylor, SENDCo

July 2026

Approved at the FGB on 15th July 2026

Appendix 1



Appendix 2: Entry and Exit Criteria for the School's SEND register

Area of Need	Entry Criteria for SEND register	Assessment tools	Possible interventions	EXIT CRITERIA - Has not needed intervention for 3 months and needs can be met through Quality First Teaching	QFT should include
Communication and Interaction*	• Diagnosis of ASD & presenting with significant traits • Diagnosis of PDA & presenting with significant traits • Diagnosed S+L difficulty • Expressive or receptive language disorder • Receiving an intervention for more than 2 terms or within the last 6 months	• Speech Link (Infants) • Language Link (Infants) • Wellcomm • BPVS • SaLT assessment • Coventry Grid	Social skills groups: Sulp: Talk About & Social Speaking Lego Therapy Speech Link resources Language Link resources SaLT led interventions SnL based interventions working on MyPlan targets (including NHS) Use of social stories and comic strip stories		Breaking tasks down Clear and explicit success criteria Unpicking of new and key vocabulary – explicit teaching of this; word webs, definition/word matching in starters Use of checklists Students using visual prompts and being encouraged in this by staff Use of visuals Care over use of abstract language Strategies in plan being followed
Cognition and Learning*	• Diagnosis of dyslexia Index D: moderate or E: severe • Significant working memory difficulties (standardised score of 84 or less) • CATs score in 1 or more areas of below 74 • Receiving an intervention for more than 2 terms or within the last 6 months	• Year Group based reading assessment • Year Group based maths assessment • GL assessments: RAPID, CoPs, LASS, Sandwell, YARC, PhAB2 • Dyslexia Portfolio with [use of K-BIT II] • RECALL: working memory	Specific literacy programme: Work with Specialist Teacher Specific reading programme: Project X (Yr 3/4), Lexia/Nessy (Juniors) Focused Phonics Specific numeracy programme: Power of 2 Word Wasp/Hornet Maths: key skills Memory training		Breaking tasks down Clear and explicit success criteria Word banks and glossaries Overlays (where appropriate) Use of coloured paper/books Overlearning – through starters Strategies in plan being followed
Social, Emotional and Mental Health*	• Diagnosis of ADHD/ADD& presenting with significant traits • Diagnosis of other significant mental health disorder • Severe anxiety • Attachment difficulties • LAC • Receiving an intervention for more than 2 terms or within the last 6 months	• Revised Child Anxiety and Depression Scale [RCADS] • Strengths/Difficulties Questionnaire • Penn State Worry Questionnaire • Spence Anxiety Scale • Boxall Profile • GL assessments: emotional related scale assessments	FLO School's Mental Health Worker Controlling My Anxiety Gremlin Controlling My Anger Gremlin Emotionally Based School Avoidance (EP) Development and training on use of 5-point scale Zones of Emotional Regulation Sensory Circuits Active CAMHS involvement PEP process		Careful consideration of seating plan Consideration given to groupings Clear boundaries, rewards and sanctions Strategies in plan being followed Positive behaviour management strategies (possible plan)
Physical and Sensory*	• Diagnosed significant visual impairment • Diagnosed significant hearing impairment • Physical disability • Lifelong or debilitating medical condition	• PASS team • Occupational therapy • Physiotherapy • Consultant/ Specialist • Motor skills assessment	BEAM Sensory Circuits Touch typing Handwriting support South Warwickshire NHS Fine motor skills intervention Specialist equipment Monitoring and intervention from PASS		Consideration given to seating plan Use of specialist equipment where appropriate Strategies in plan being followed. PEEP in place

*Or currently accessing advice from a recognised agency for that area of need