



St Richard Reynolds Catholic College

Policy: Whole College Special Educational Needs and Disability (SEND)

Date of publication: December 2020

Date of approval by Governing Body: January 2021

Date of next review: Autumn 2021

St Richard Reynolds is a Catholic community rooted in the love of Christ in which we **seek to** help each other to become the person whom God has created us to be; **and** where children come first **and** all are loved, listened to, challenged and inspired.

This policy is written in *line* with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2015
- The Special Educational Needs and Disabilities Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies: Admissions Policy, Behaviour Policy, Assessment Policy, Equalities Policy, Safeguarding Policy, Homework Policy and Complaints Policy.

This policy will be reviewed annually.

Definition of SEND

The Special Educational Needs Code of Practice 2015 states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools, colleges or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is a special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

1 The kinds of special educational need for which provision is made at St Richard Reynolds Catholic College.

We recognise that each pupil is made in the image of God and has a unique worth and dignity. Therefore, we aim to provide an education which enables each pupil to fulfil their potential within a context of respect and tolerance for the differing needs and gifts of each individual. St Richard Reynolds Catholic College (SRRCC) is a mainstream school where learning support is embedded.

'All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training' (CoP 2014)*

SRRCC currently meets the needs of pupils with the following kinds of special educational needs: Specific Learning Difficulties (dyslexia, dyspraxia, dyscalculia), speech and language needs, conditions on the Autism spectrum, attachment, mild to moderate learning difficulties, social, emotional and mental health difficulties (SEMH), visual and hearing impairment. There are other kinds of special educational needs with which the College is less familiar where we would access training and advice so that we can meet the needs of all pupils.

Decisions on the admission of pupils with an Education, Health and Care plan are coordinated by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual [College admissions procedures](#) which can be found on our website.

2 Information about the policy for identification and assessment of pupils with SEND

We are committed to a graduated approach to our SEND provision: SEND support should arise from a four-part cycle, known as the graduated response, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are: Assess, Plan, Do, Review. This means that support could be put in place even if a special educational need has not been identified. This extra support will enable the pupil to catch up.

High Quality Teaching in conjunction with parental communication is central to the identification and assessment of pupils with SEND. We would strongly recommend discussing your concerns with your child's class or form teacher before seeking any external assessment. The graduated response at SRRCC can be seen in Appendix 1 [SRRCC Graduated Response](#)

Class and subject teachers monitor pupils regularly to review their progress. We also use a range of assessments with all the pupils at various points including continuous assessment that makes up the Early Years Profile and Phonics screening in Year 1.

In Year 7 each department conducts a baseline assessment which together with prior attainment allows us to identify pupils who may require SEND support. This includes a standardised test covering a pupil's vocabulary, mathematics and non-verbal skills.

At the core of that provision is the fact that teachers are responsible for ALL pupils' progress. A child may receive Tier 1, High Quality Teaching, or Tier 2, interventions or support, before being identified as having a special educational need.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to create an appropriate individualised intervention programme. In some cases there are underlying needs that may explain if a pupil is not making expected progress or a change in behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents and teachers through a Pupil Passport, put into a support plan and reviewed regularly, and refined if necessary. At this point because the pupil requires additional and extra provision we will have identified a special educational need.

If the pupil makes good progress using this additional and different intervention (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 or intervention, he or she will not be identified with special educational needs.

Ongoing assessment that is both formal and informal is the cornerstone of knowing our pupils and identifying needs in order to make appropriate interventions. In order to fully identify the impact of the first (2020) COVID Lockdown we engaged with a whole school survey of *attitudes to self and school* to identify some of the hidden impacts of Lockdown and take appropriate actions both academic and pastoral to combat the effect of missed school time. This survey was undertaken in conjunction with a teacher led audit of pupil interaction throughout lockdown cross checked with baseline assessments upon return to school in Autumn Term 2020. This informed and helped to create targeted interventions across all areas of the college which were further developed throughout the Second 2021 lockdown.

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 through the Pupil Passport, the SEND Bulletin and regular Whole School Training and Advice sessions (CPD).

The College offers additional support to families through liaison with the educational psychology service, the special education advisory teachers, the emotional welfare service, Children & Adolescent Mental Health Service (CAMHS), the peripatetic teams for pupils with visual impairment, hearing impairment and specific learning difficulties, and the primary and secondary behaviour support teams. We engage regularly with the Education and Inclusion Service (EISS) to access specialist support in the borough in a timely manner.

[3a How we evaluate the effectiveness of the provision made for pupils with special educational needs with or without an Education, Health and Care Plan](#)

Regular monitoring and review through the graduated approach will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class/subject teachers will be taken into account. Assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as that which:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- allows the attainment gap to close between the pupil and children of the same age

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 provision. The SEND Information report will be reviewed by the Governing Body annually.

3b The College's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the College has their progress tracked regularly through ongoing teacher assessment and progress tracking. In addition to this, pupils with special educational needs will have more frequent and detailed assessments as part of the graduated approach to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

3c The College's approach to teaching pupils with special educational needs

High Quality Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention cannot compensate for lack of good quality teaching (CoP 2014)

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support all pupils and their knowledge of the SEND most frequently encountered.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. The provision for pupils who have special educational needs will be planned and delivered in a coordinated way with the healthcare plan. We will have regard to the statutory guidance when supporting pupils at College with medical conditions.

The College has a consistent approach to managing behaviour. Behaviour for learning is taught explicitly to pupils as part of induction and visual reminders are displayed in classrooms. The College has a rewards policy documented in the Behaviour Policy which rewards pupils for positive behaviour. Rewards include praise, merits, special privileges and positive phone calls or letters home. Where behaviour does not meet our expectations we use a stepped approach including warnings, detentions and report cards. We also promote good behaviour by using appropriate teaching methods, differentiating for pupils' needs and providing positive lunchtime activities. We seek to avoid exclusions by early identification and support of pupils' needs, liaison

with external agencies, working in partnership with other Colleges through the School Behaviour and Attendance Partnership (SBAP) and by good communication with parents.

We recognise that pupils with SEND may experience additional barriers to achieving good attendance. We seek to maximise attendance by consistently promoting the importance of excellent attendance, by acting promptly to resolve any issues of concern to pupils or families, by liaising with the Education Welfare Service (EWS) and other external agencies such as CAMHS, Education Inclusion Support Service (EISS), Early help, Social Services and other local support networks.

3d How the College adapts the curriculum and learning environment for pupils with special educational needs

The College follows the advice in the National Curriculum Framework/Statutory Framework for the Early Years Foundation Stage, 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 individual Education, Health and Care Plans (EHCPs) e.g. moderating vocabulary in the classroom, providing visual timetables in the classroom, use of Google Classroom, modifications to the curriculum, online learning platforms, scaffolded learning resources, one to one tutoring / precision teaching / mentoring, small group teaching and use of ICT software learning packages. These are often delivered by additional staff employed through the funding provided to the College, under the close direction of teachers. This is known as 'notional SEND funding'. The class or subject teacher will remain responsible for the pupil's progress. A table of the support offered as part of the graduated response can be seen in Appendix 2.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Learning Support Department undertakes an annual audit and self-evaluation that generates their improvement plan. Improvements that have been made this year can be found in the SEND information report. (Appendix 3)

3e additional support for learning that is available to pupils with special educational needs

Schools receive funding for SEND pupils. This funding is used to support and enhance high quality teaching. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to the needs of individual pupils with SEND and evidence based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the College will request 'top up' funding from the Local Authority where the child or young person lives.

A personal budget is an identified amount of funding that the Local Authority (LA) can give to a child's parent(s) or a young person (over 16 years) in order to secure particular provision that is specified, or proposed to be specified, in the Education, Health and Care Plan (EHCP). The Principal has the final say in the use of the personal budget within the College.

3f activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to pupils at St Richard Reynolds are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is done on an individual basis in partnership with families and carers prior to these events taking place.

A full range of extracurricular activities is available including sporting activities, debating, music and subject specific clubs. We will use our best endeavours to enable access for pupils with disabilities or medical needs. Parents will be consulted prior to any residential trips in order to maximise accessibility.

Due regard is given to risk assessment/management as well as the Equality Act (2010) and the Health and Safety Act (1974) to ensure that risks to health and safety are reduced in activities outside of college so far as is reasonably practical.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At St Richard Reynolds we understand that an important feature of the College is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE, tutor time and assemblies and indirectly with every conversation an adult may have with pupils throughout the day, which helps to develop strong relationships between pupils and staff.

For pupils with the most need for help in this area, we also can provide the following e.g. pastoral support and mentoring from the class teacher or form tutor, support at lunch time when eating, mentoring time with Pastoral Leader, external referral to CAMHS, time-out space for pupils to use when upset or agitated, time-out cards for pupils, Praise Reports and Emotional Literacy support groups (ELSA).

Pupils with emotional and social needs because of their special educational needs will be supported to help them develop and mature appropriately. We are interested in hearing parents/carers and pupils' views and parents can contact the College and SEND department at any time. Pupils can express views through the Pupil Parliament, Pupil Voice exercises, Pupil View Feedback Forms. At all times we encourage pupils to talk to their class teachers or form tutors if they have any concerns.

Pupils with SEND will be provided with safe, supervised places that they can go to during social time if necessary. Support systems are in place to address any concerning behaviour, as well as raising awareness of SEND for everyone in the College community.

4 The name and contact details of the SEND Co-ordinator

The SENCO at St Richard Reynolds is Mrs Kirsten Roy. She is available on 020 8325 4630 k.roy@srrcc.org.uk

5 The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had awareness training and have undergone Safeguarding training to Level 1.

The SENCO, Mrs Kirsten Roy, is a qualified teacher (PGCE and QTS) who has achieved the national SENCO qualification modules and a Masters in Special and Inclusive Education. She is also qualified with the British Psychological Society as a Level 7 trained assessor for Psychometric testing, assessment and access arrangements. She is trained to Safeguarding level 3 and is Deputy DSL.

Mrs Katie Mundow, Deputy SENCO has completed a Level 7 British Dyslexia award and is trained in supporting pupils with dyslexia and English as an additional Language (EAL)

All LSAs have attended additional training in supporting children with SpLD (Dyslexia) and training in the phonics based intervention 'Sound Linkage' and Reciprocal Reading and Units of Sound. One LSA has undergone training in the Eklan speech and Language programme and one LSA is qualified in ELSA training (Emotional Literacy Support Assistant). One LSA has undergone training in Mental Health First Aid.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. training providers we can approach are Clarendon College, educational psychologist, speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists, teaching and learning advisors (learning advisory service) and lead teachers within the borough.

6 How equipment and facilities to support children and young people with special educational needs will be secured

Specialist equipment will be considered on an individual basis where appropriate.

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

All parents of pupils at St Richard Reynolds are invited to discuss the progress of their children at Parents' Evenings and receive an annual written report. In the High School, pupils also receive a grade collection three times per year. If necessary, we are happy to arrange meetings outside these times. 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.

If following this normal provision, improvements in progress are not seen, the College will contact parents to discuss this in line with the graduated approach. ([SRRCC Graduated Response](#)).

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 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 them, the pupil will be consulted about and involved in the arrangements made for them as part of person-centered planning. This will inform their Pupil Passport.

EYFS, Key Stage 1 & 2 pupils will be consulted through a conversation with a key adult while older pupils also have the option of making their views known in writing.

9 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 College

The same arrangements for the treatment of complaints at St Richard Reynolds are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with their child's form tutor in the first instance. Parents may also contact the Pastoral Leader, the Learning Support Leader, SENCO or Principal to resolve the issue before making a formal complaint to the complaints co-ordinator. (Please refer to the Complaints Policy on the College website.)

10 How the Governing Body involves other agencies, including health and social services, 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 Governing Body has engaged with the following:

- A Service Level Agreement (SLA) with Educational Psychology service. The High School and Primary School have separate allocations. A whole college approach to effective deployment of SEND resources ensures that consultations, training and advice are shared across both schools, maximising the time allocation.
- Link to the Disabled Children's Service for support to families for some pupils with high needs.
- Link to the Adopted Children Support charity to help families with needs arising from Adoption.
- Link to the Virtual School to access training and resources to support looked after and adopted children.
- Link to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirements for direct therapy or advice.
- Ability to make ad hoc requests for advice from the Education Inclusion Service, etc
- Membership of professional networks for SENCOs e.g. NASEN, SENCO forum, etc.
- Referrals can be made to School Nurse (Community healthcare, NHS Trust)

The named governor for SEND is Andrew Cole

11 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)

Parents can access all local information through the link on the SRRCC website to the AFC (local borough) local offer.

Achieving For Children Local Offer (Kingston & Richmond) www.afcinfo.org.uk

Kid sendias, a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children and young people with special educational needs or disabilities (0-25 years).

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority, schools and colleges. The service also encourages parents and carers to be involved in the development of local SEND policy and practice.

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

At St Richard Reynolds 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 sure the transfer is as seamless as possible.

Transition to Reception begins in the Summer term prior to joining the college. The class teacher conducts home visits in July and a whole class induction. If a child has been identified as having additional needs they will take part in a tailored induction programme (Get Set for Success). In the Autumn term the pupils will have staggered start dates to ensure that they can be fully supported in adjusting to their new learning environment.

At transfer into Year 7 transition arrangements include an Induction Day for new Year 6 pupils, conversations with Year 6 teachers, attendance at the Borough SENDCo transition meeting, visits to pupils in primary College setting, family interviews prior to September start and personalised transition arrangements as needed e.g. additional induction visits.

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

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

The local authority's local offer is published on <https://www.afclocaloffer.org.uk> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

We will publish information on our website about the implementation of the Governing Body policy for pupils with SEND. The information published **will** be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014

Appendix 1

Graduated Response at St Richard Reynolds Catholic College

Link to: [SRRCC Graduated Response](#)

Appendix 2

The Following Table lists the support available in the College. *(Some provisions will be impacted by COVID-19 restrictions)*

<p>Social Skills programmes/support including strategies to enhance self-esteem:</p> <ul style="list-style-type: none">● Learning mentor support, focusing on social and emotional development, delivered 1:1, paired or in a group as appropriate, either in or out of class.● Tailored intervention programmes delivered by the College's allocated educational psychologist to children and their parents/carers as appropriate.● Intervention from the Child and Adolescent Mental Health Service (CAMHS), for children and their parents/carers on referral, delivered at CAMHS or in College as appropriate.
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation):</p> <ul style="list-style-type: none">● Extensive and consistent use of visual support both in and out of the class to support understanding and facilitate access to the College environment and learning.● Pre-teaching of new concepts and vocabulary to enhance learning.● Use of interactive white boards.● Regular access to computers.● Provision of individually tailored visual support packages for specific children including individual timetables and behavioural cue cards.
<p>Strategies/programmes to support Speech & Language</p> <ul style="list-style-type: none">● Assessment by and intervention from a Speech & Language therapist, on referral.● Delivery of individual SALT programmes.● Support for children with EAL status – either 1:1 or in groups/in or out of class from a dedicated specifically trained Learning Support Assistant (LSA)● Support as required in class from teachers and LSAs.● Development of S&L Clinic for Advice and support for Non-Statutory Cases
<p>Mentoring activities:</p> <ul style="list-style-type: none">● Interventions delivered in class 1:1 or in a group, to develop positive attitudes to learning, and out of class to address social and emotional issues which affect learning process.● Use of talk partners during whole class and group learning sessions.● Development of Link Support Workers for all SEND pupils to support progress through regular meetings, target setting and feedback.
<p>Access to Strategies/programmes to support occupational therapy/physiotherapy needs:</p> <ul style="list-style-type: none">● Assessment by and intervention from an occupational therapist (OT) on referral.● Implementation of individual OT/physiotherapy support and intervention programmes by allocated College staff, trained as appropriate, for those children in receipt of these services.● Provision of support resources where advised.● Development of working relationship with external OT providers Sensory Smart.
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none">● Meeting and greeting of pupils & parents/carers at the start and end of each day by all staff.● Advice and input are obtained from the Educational Psychologist on an ad hoc basis.● Liaison between pastoral team and College nurse when concerns regarding individual families/children are shared.● Emotional Literacy Support Programme (ELSA) to develop resilience and self-regulation strategies.

- Collaboration and communication with all external professionals involved with children, as appropriate eg hospital consultants, GPs and CAMHS practitioners and EWS.
- All staff trained in child protection at regular intervals.
- Initiation of a programme of parent workshops in conjunction with Educational Psychologist and Mental Health Clinician to support SEMH

Strategies to support/develop literacy including reading:

- Small group reading support in class through guided reading, and individual reading support in early morning support and homework club.
- Lexia Literacy Programme (an Evidence based literacy support programme developed in conjunction with the Education Endowment Foundation).
- Additional small group literacy support in class from class teachers, SEN teachers, SpLD specialists and LSAs
- Additional individual and small group literacy support, delivered weekly by a specifically trained Learning Support Assistant.
- Targeted literacy support strategies implemented by learning support assistant as appropriate.
- Sound Linkage Programme (Training delivered by Specialist Teacher for Dyslexia)
- Use of Standardised assessments to monitor needs: York Assessment for Reading (Poor decoding, lack of fluency leading to poor comprehension) Wechsler Individual Achievement Test (WIAT II), Rapid Automatised Naming (RAN/RAS (processing speed)) and Test of Memory and Learning (TOMAL 2).

Strategies to support/modify behaviour:

- Consistent College wide implementation of the College's behaviour policy.
- Small group & 1:1 support from allocated LSA in Anger Management and incorporating Social Stories and Zones of Regulation.
- Use of standardised assessments by trained assessors (Beck Youth Inventory, Strengths & difficulties, Pass survey)
- Personalised support from Pastoral Leaders.
- Use of Educational Psychologist to identify underlying learning needs.
- Access to advice and training from the Borough Learning Support Team.

Strategies to support/develop numeracy:

- Targeted small teaching groups.
- Withdrawal of small groups or individual children for additional numeracy support.
- Use of multisensory support resources e.g. Cuisenaire rods.
- Implementation by LSAs of a SEND numeracy intervention programme.

Provision to facilitate/support access to the curriculum:

- Small group support in class from class teacher/LSA.
- Targeted support from an allocated LSA for children with EHCPs.
- Facilitating access to learning through the appropriate differentiating of tasks and activities.
- Provision of specialist equipment or modified resources where specified in a statement or Education Health Care Plan.
- Extensive use of visual support.
- Implementation of specifically tailored support strategies and programmes eg devised by the educational psychologist, occupational therapist or physiotherapist.

Support/supervision at unstructured times of the day:

- Teacher and LSA support in the Lunch Hall.
- Adult and Year 7 and 8 College play leaders supporting activities during lunch breaks (primary)
- Development of Syon as a Safe and Welcoming place for unstructured times.
- Development of LRC for homework and reading. Increased staffing levels before school, lunch, break and after school.
- Lunchtime supervision where specified e.g. in EHCPs

Planning and Assessment

- Class provision Maps.
- Individual Learning support plans.
- Differentiated learning activities.

- Co-ordinated planning between class teachers, LSAs and allocated LSAs for children with EHCPs or statements of SEND.
- Pupil Passports created by the Learning support team with the pupil for those children who require additional specific strategies to support their learning in class.
- Referrals for assessment to external agencies as required.
- Incorporation into planning of any advice or guidance provided by external professionals supporting individual children.
- Underlying ability assessments and assessments undertaken by SENCO as required.

Appendix 3

Link to: [SRRCC SEND Information Report 2020](#)