



DANES HILL SCHOOL

Special Educational Needs and Disabilities (SEND) Policy

This policy applies to the Prep School and Pre-Prep School

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1. Legal Framework and Other Policies

1.1 This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Education Act 1996 and 2002
- Equality Act 2002
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs and disability (Amendment) Regulations 2015
- The UK General Data Protection Regulations (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

1.2 This policy operates in conjunction with the following school policies:

- Inclusive Education and Equal Opportunities Policy
- Admissions Policy
- Overarching Data Protection Policy
- Safeguarding and Child Protection Policy and Procedure
- Careers Policy
- Behaviour, Rewards and Sanctions Policy
- Pupil Mental Health and Wellbeing Policy
- Complaints Policy
- Accessibility Policy

2. Introduction

2.1 Danes Hill School is committed to providing equal access for all pupils to a broad and balanced curriculum and reflects the ethos of the Equality Act 2010 and the SEND Code of Practice (2015).

2.2 The school values and respects the personal qualities and needs of individual pupils and endeavours to provide a secure but challenging learning environment where they can thrive regardless of their special educational needs and disabilities (SEND).

2.3 Pupils benefit from a whole school approach to supporting pupils with special educational needs, where teachers take collective responsibility for the support of all pupils through high quality in-class differentiation.

2.4 When, despite quality-first teaching, children are not making expected progress, teachers refer the child to the Learning Support Centre (LSC) and seek advice from the school SENDCo. In adherence to the current SEND Code of Practice (2015), children's SEND is identified in partnership with the child, parents, and external agencies where applicable.

3. Definitions

3.1 Special Educational Needs

3.1.1 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 him or her.

3.1.2 A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age, or
- 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.

3.1.3 In the Early Years Foundation Stage (EYFS), a child under compulsory school age has SEND if she or he:

- Is likely to have a learning difficulty or disability when they reach compulsory school age or would do so if special educational provision was not made for them.

3.2 Disability

3.2.1 Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

3.2.2 Danes Hill School addresses its legal duty to ensure that everyone in the school successfully carries out the statutory duties outlined with the Equality Act 2010.

3.2.3 The Equality Act identifies disability as: *when a person has a 'physical or mental **impairment** which has a **substantial** and **long-term** adverse effect on that person's ability to carry out normal day to day activities.*

- **Substantial** means more than minor or trivial;
- **Impairment** covers, for example, a physical condition such as asthma and diabetes, a mental impairment includes mental conditions such as bipolar disorder or depression.
- **Long-term** means for longer than 12 months.

3.3 The 4 areas of need:

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

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

- **Communication and interaction**, *including young people with ASD.*
- **Cognition and learning needs**, *including specific learning difficulties such as dyslexia or dyspraxia.*
- **Social, emotional and mental health difficulties**, *including attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*
- **Sensory and/or physical needs**, *including vision impairment, hearing impairment or a multi-sensory impairment.*

4. Roles and Responsibilities

4.1 The SENCo

4.1.1 The SENCo will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made.
- Work with the Head and governing body to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the Headteacher and school Governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- With the Senior Leadership Team (SLT), monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous

professional development.

- With SLT, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

4.1.2 Qualifications

SENDCOs who have already completed the National Award for SEN Co-ordination (NASENCO) qualification, do not need to complete the National Professional Qualification for SENDCOs (NPQ).

From September 2024, all SENCOS and aspiring SENCOS will need to:

- take the National Professional Qualification for Special Needs Co-ordinator if they haven't already completed the National Award for Special Needs Co-ordination
- complete training within 3 years of appointment - schools and SENCOS must make sure they enrol on training that will meet this requirement.

SENCOS appointed before 1 September 2009 are not required to take the NPQ, but will be expected to ensure compliance with the regulations.

4.2 The Head and SLT:

4.2.1 The Head and SLT will:

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

4.3 Class teachers

4.3.1 Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs

through a graduated approach.

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

4.4 Parents or carers

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

4.4.2 Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided.

They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings with their class teacher, and/or SENCo to review the provision that is in place for their child.
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given a regular report on the pupil's progress.
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

4.5 The pupil

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

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

4.5.2 The pupil's views will be considered in making decisions that affect them, whenever possible.

5. Our approach to SEND support

5.1 Quality First Teaching

5.1.2 At Danes Hill, class teachers are responsible for the progress of pupils with SEND. Staff at Danes Hill are committed to meeting the needs of all children in the classroom. This begins with the expectation of high-quality in-class differentiation.

5.2 Identifying pupils with SEND and assessing their needs

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

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

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

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

5.2.4 When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise a concern with the SENCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

5.2.5 Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

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

5.2.7 If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND.
- They are known to external agencies.
- They have an Education, Health Care Plan (EHCP).

5.2.8 Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

5.3 The graduated approach to SEND support

5.3.1 Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach (Appendix 1).

5.3.2 Throughout this process, parents and relevant staff are consulted to understand the pupil's key areas of need and what adjustments are required to support them in the classroom.

5.3.4 In most cases, the additional educational provision will not require specialist intervention and can be met from within the classroom. These identified needs and support strategies will be documented and tracked through either a Pupil Passport (Appendix 2) or an Individual Education Plan (IEP) (Appendix 3), for those pupils that attend learning support lessons.

5.3.5 Support available in school:

- Individual Learning Support Lessons (at an additional cost to parents)
- SEND Screening Services
- Booster Groups run by teachers and Learning Support Department.
- Computer-run interventions
- Older pupils (Year 7 and 8) may drop a second modern language and continue with one. They attend small group lessons targeted to improve their literacy levels (Extra English).
- Provision for exceptionally able pupils is made individually or in small groups and encompasses following areas of expertise and specific interest such as additional languages, science extension work and art/DT.
- In addition to the use of classroom strategies, differentiated to address the learning styles and needs of SEN pupils, specialist equipment may be used such as laptops and spellcheckers.
- Small group provision in Pre-Prep and KS1 for phonics, reading, handwriting and numeracy.

5.3.6 An Educational Health Care Plan (EHCP) may be sought for any pupil who, despite a prolonged period of intervention and involvement of outside agencies, fails to make adequate progress.

6. Communication and Information Sharing

6.1 Where a pupil is receiving SEND support, or is classified as having SEND, all staff are informed through meetings with the learning support department, and the distribution of 'SEN Pupil Passports' and 'Individual Education Plans' (IEPs) for individual educational provision.

6.2 Pupil Passports are school-wide documents (Appendix 2), drawn up by the SENCo and/or class teachers, in consultation with parents and pupils. This document highlights a pupil's individual needs, and what adjustments are required in the classroom to support them. These are informally updated throughout the year, and formally updated once a year. In consultation with the parents, it may be agreed that a Pupil Passport is not required, or that a Pupil Passport may not need to be regularly updated – for example, for children with a very mild learning difficulty, or a condition such as colour blindness.

6.3 Individual Education Plans (IEPs) are drawn up by Learning Support staff who are assigned to work with these pupils in liaison with the SENCo and curriculum staff (Appendix 3). The LS staff monitor progress and give advice on any differentiation needed in lessons. LSC staff liaise with classroom and departmental staff to discuss progress after each set of exams, and whether the period of support should cease, or a new IEP will need to encompass new targets.

6.4 In the Early Years Foundation Stage, a STAR Targets Form (Appendix 4) is completed and reviewed by form teachers every half term. The class teacher will meet with parents to review their successes and identify next steps on a half termly basis.

7. Links with external professional agencies

7.1 The school recognises that it will not be able to meet all the needs of every pupil. Some pupils are seen by outside agencies and in some instances, their staff may come into school to see pupils. Some pupils have had outside agency support from their early years and others may be referred later because of health difficulties arising such as 'glue ear' for example. The agencies most frequently involved include:

- Educational Psychologists
- Speech and language therapists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

7.2 All the above stages are fluid and appropriate support is deemed in consultation with parents. Some stages may be added or removed to best support the pupil in question.

8. Education, Health Care Plans

8.1 The School will respond to the needs of any pupils with an EHC plan and will implement recommendations in consultation with the Local Authority (LA) and organise and host the Annual Review of the pupil's needs. For this purpose, Form Tutors and subject teachers are expected to report on the progress made by the pupil. It is the responsibility of the SENCo to collate this

information into a school report that is presented formally at the Annual Review meeting to parents and a representative of the appropriate LA.

9. Safeguarding pupils with Learning Support Needs

9.1 The School recognises that pupils with LS needs may be more vulnerable to bullying or other kinds of abuse. To ensure that all pupils receive equal protection, we give special consideration and attention to any pupil who is disabled or has specific educational needs, including those who do not have English as a first language. Monitoring is carried out through the pastoral systems of the School. The Form Tutor, in conjunction with the pupils' Head of Year, monitors these pupils closely. Where necessary, pupils with specific needs may be discussed at the weekly Pastoral Meeting.

10. Learning Support Staffing

10.1 The LSC departments consists of a SENCO, and 4 specialist-staff. LSC staff working with pupils for individual lessons use an eclectic approach encompassing established and updated programmes of intervention designed for the needs of the pupil's undertaking support sessions. They aim to build on pupil strengths and develop their confidence and enjoyment of their tuition as they tackle the areas that they find difficult.

11. Admissions Arrangements

11.1 Pupils entering the school are assessed as set out in the Admissions Policy. The Deputy Head Academic may undertake further assessment and ask parents and feeder schools for reports on any pupils presenting with SEND to verify that the school can meet their needs and offer the appropriate provision. The SENCO advises staff and parents working with an incoming pupil with identified SEND.

11.2 In line with the Special Educational Needs and Disability Act, we seek to ensure that those with special educational needs are not treated less favourably or put at a substantial disadvantage in matters of admission. The School will take all reasonable measures to support a child and will make reasonable adjustments to ensure accessibility to the curriculum where required. Danes Hill does not have the expertise on the staff team to provide for the needs of pupils with moderate or severe learning difficulties. However, the School does have a Learning Support Department which works in conjunction with the teaching staff and the parents to support, in certain cases, a range of mild difficulties. The Head has the right to refuse admission of a pupil, if in their professional judgement, the School cannot provide adequately for a pupil's special educational needs.

12. Timetabling

12.1 For those pupils that attend individual learning support lessons, they are withdrawn from lessons to attend the LSC. These lessons are at an extra cost to parents, and more details are shared when arrangements are made with parents. One or two lessons weekly, are timetabled. Pupils in need of a significant level of support may attend more frequently and a flexible

approach is used. The priority when timetabling pupils is to ensure that they have access to a broad-based curriculum and that core subjects are not missed. A pupil's individual strengths and weaknesses are considered in addition to the advice of staff and parental requests. LSC staff are timetabled by the SENCo. The Learning Support Department will do all they can to catch-up any missed lessons, however in weeks with internal assessment and trips, some lessons will not be able to be caught-up.

12.2 On the occasions where the Learning Support Department is at full capacity for support, this will be discussed with parents and an appropriate waiting list arrangement will be established. The SENCo and Deputy Head Academic reserve the right to withdraw learning support lessons if sufficient progress is made.

13. Examination Procedures

13.1 Danes Hill School recognises that pupils need to show what they know in assessment situations, therefore, access arrangements are made to meet the needs of pupils with SEND in the form of for example, additional time or the use of a scribe, reader or prompter. Current JCQ guidelines are used, and the access arrangements are drawn from formal assessments and recommendations therein.

13.2 The SENCo draws up a list of pupils entitled to access arrangements such as an additional time allowance or other specialist provision for both internal and external assessment situations, and keeps staff informed.

13.3 Staff are encouraged to write all test materials considering the reading ages of their pupils in order that no pupil is discriminated against on grounds of difficulty in accessing the papers set.

14. Arrangements for training and development of all staff in SEND

14.1 The Deputy Head Academic and SENCo organise regular INSETs exploring aspects of SEND and individual provision for pupils with additional needs'. In addition, a termly SEND CPD schedule is arranged to support the development of the inclusive classroom for all children. This helps focus staff attention on innovative ideas and ways of working with all pupils and not only those with current LS provision.

15. Criteria for evaluating the success of the SEND Policy

15.1 Danes Hill is committed to continuously develop SEND practice within the school, and has an annual action plan, as well as frequent meetings with parents and staff, both formal and informal to review/revise provision and celebrate success. The LS staff hold regular meetings, and the SENCo meets members of SLT frequently to discuss pupils and provision in addition to other initiatives, which will enhance the pupils' educational experience.

16. Complaints about SEND Provision

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

16.2 Complaints will be handled in line with the school's Complaints Policy, available on the school's website.

17. Monitoring the policy

17.1 This policy will be reviewed by the SENCo, SLT and Governing Body **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year

Appendix 1: SEND Referral Process

	★ Tier 1: Monitoring for SEND (No diagnoses – class-based intervention)	★ Tier 2: Targeted Learning Support (Targeted Intervention with Learning Support)	★ Tier 3: External Agencies Support (Officially classified as SEND)
	<p>When a child is not making expected progress, a quality-first teaching approach is expected.</p> <p>Parents should be informed that learning support advice is going to be sought to support the pupil further.</p> <p>Expression of Concern (EOC) form is filled out and added to CPOMs (Selected 'SEND – Request for assessment'.</p>	<p>If in-class support with LSC support does not lead to progress being made, alternatives will be considered.</p> <p>This could include introducing booster groups intervention, or 1:1 support lesson with a Learning Support Teacher – if deemed necessary. If a student attends learning support (extra charge to parents), they are placed on a red star.</p>	<p>If 1:1 support leads to little further progress, or concerns are still raised - alternative strategies will be considered, with parental consultation. This may include referral to an external professional. This can also take place at any point in the referral process. When an official classification of SEND is made, a SEND Pupil Passport is created, and children are placed on a yellow star.</p>
Assess	<p>Class teacher identifies areas of difficulty from in-class assessment and observation.</p> <p>SENCO to complete required assessments (behavioural observations / cognitive assessments/screenings if necessary).</p> <p>Class Teacher / SENCo to meet with parents and pupil to understand their perspective.</p>	<p>SENCo / Learning Support teacher, in collaboration with class teachers identify learning challenges from in-class assessment and observation and an IEP is created for interventions.</p> <p>Class Teacher / SENCo to meet with parents and pupil to understand their perspective.</p>	<p>Assess, Plan, Do (continuous):</p> <p>Assess: External professional assessment, either privately or through appropriate service through the national health.</p> <p>Plan: Using recommendations from professionals, in collaboration with teachers and parent assessments – SEND pupil passport / IEP Targets updated accordingly.</p> <p>Do: Teacher / Specialist teacher to implement strategies and support as required. to monitor in-class strategies and continue to gather evidence of work.</p>
Plan	<p>Tier 1 Pupil Passport is created with teachers, parents and pupil, with target areas identified and appropriate targets to be put in place.</p> <p>Child placed on 'Monitor' list (blue star on iSams).</p>	<p>In consultation with teacher and parents, when 1:1 intervention takes place, an IEP is created with individualised learning targets for focussed support.</p> <p>This operates alongside the Pupil Passport.</p>	
Do	<p>Teachers to support pupil in-class through target areas identified.</p>	<p>Teachers to support pupil in-class through target areas identified. Specialist staff to implement IEP support.</p>	
Review	<p>Form teacher and/or SENCo to host a termly review with parents and pupil.</p>	<p>Class teacher to host a termly passport review with parents. Specialist staff to update IEP termly.</p>	<p>Class teacher to host a termly passport review with parents. Specialist staff to update IEP termly.</p>
Progress is made:	<p>Continue to review/update passport termly.</p> <p>If sufficient progress is made, take pupil off tiered support.</p>	<p>Continue to review Progress Plan / IEP on a termly basis.</p> <p>If sufficient progress is made, reduce pupil to Tier 1 support / remove from support.</p>	<p>Continue with required level of support, reduce to in-class support only in consultation with parents.</p>
Progress not made:	<p>Review meeting to take place with parents and teacher, and next steps / new targets are discussed.</p> <p>More targeted support discussed – move to tier 2/3.</p>	<p>LSC department to speak to parents and involve external agency if required - possible recommendation for external assessment such as an educational psychologist.</p>	<p>Further discussions with parents and teachers.</p> <p>Potential EHCP application or further assessment.</p>
Supporting Documentation	<p>CPOMs regarding parent conversations.</p> <p>EOC form and Pupil Passport.</p>	<p>CPOMs regarding parent conversations.</p> <p>Individual Education Plan / Pupil Passport.</p>	<p>SEND Pupil Passports for official diagnoses.</p> <p>Supplementary Professional Documentation.</p>

Appendix 2: Pupil Passport Templates

 Tier 1/2: Pupil Passport 			
<i>Support information for class-based support and interventions. The student does not have an official diagnosis of SEND but benefits from some targeted support.</i>			
Pupil Name	Assess: Target Areas for Development/Adjustment		
Class			
Strengths and Interests:	Plan / Do: Key support strategies	Date Updated:	
		Planned date of next review (termly):	
		Form teacher reviewing:	
		Any additional information:	
Review / Next Steps:	Continue with Tier 1/2 Support	Further referral or actions	Remove from support
	This pupil will appear as a blue star on the iSams information management system (red for those attending additional learning support). Please send a PDF copy to parents upon completion of review meeting via email. Please upload to CPOMs following completion and select 'passport review'.		



Tier 3: SEND Pupil Passport

Support information for class-based support and interventions for pupils with an official diagnosis of SEND.



Name	Assess: Target Areas for Development/Adjustment		
Class			
Strengths and Interests:	Plan / Do: Key support strategies	Date Updated:	
		Planned date of next review (termly):	
		Exam Access Arrangements:	
		Supporting Scores: (2 scores below 84)	
		Form teacher reviewing:	
		Any additional information:	
Review / Next Steps:	Continue with Tier 3 Support	Further referral or actions.	Remove from support
	<p>This pupil will appear as a yellow star on the iSams information management system (red for those attending additional learning support). Please send an e-mail copy to parents upon completion of review meeting. Please upload to CPOMs and select 'Passport Review'.</p>		

Appendix 3: IEP Template

Danes Hill School

Individual Education Plan: SEN support

Pupil: *INSERT PUPIL NAME HERE*

Year group: *X* Date of birth: *XX/XX/XX*

IEP started: *XX/XX/XX*

Teacher: *INSERT NAME OF TEACHER HERE.*

Review date: *XX/XX/XX*

Main area(s) of concern:

Insert Main Concern Here

Printed: 29/08/23

Current Yr Grp: x

Current Teacher: xxxx

Target <i>(What)</i>	Strategies/Resources <i>(How)</i>	Support <i>(Who/When)</i>	Success criteria	Outcome

Signatures:

Appendix 4: STAR Targets Form –Bevendean



Danes Hill Pre-Prep – Bevendean
STAR Targets - Teachers

	Pupil Strengths: 	Pupil Areas for Support: 	
Pupil Name:			
Class:			
DOB:			
Autumn 1		Autumn 2	
School Targets:	How to Support at Home:	School Targets:	How to Support at Home:
Autumn Term 1 Review:		Autumn Term 2 Review:	

Spring 1		Spring 2	
School Targets:	How to Support at Home:	School Targets:	How to Support at Home:
Spring Term 1 Review:		Spring Term 2 Review:	

Summer 1		Summer 2	
School Targets:	How to Support at Home:	School Targets:	How to Support at Home:
Summer Term 1 Review:		Summer Term 2 Review:	