



# **Northampton School** *for Boys*

## **Additional Intervention Team** **and** **Special Educational Needs and** **Disability Policy**

Approved by:

NSB Trust

## **Additional Intervention Team and Special Educational Needs Policy**

The Additional Intervention Team (AIT) has a primary role focussing on students who are either not making age appropriate progress or who have a diagnosed Special Educational Need or Disability (SEND).

A child has a learning difficulty or disability if he/she:

- greater difficulty in learning than the majority of children of his/her age. and/or
- a disability which prevents or hinders them from making use of educational facilities/provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEND if they are not making progress within a curriculum that:

- a) sets suitable learning challenges
- b) responds to pupils' diverse learning needs
- c) aims to help pupils overcome potential barriers to learning

In accordance with the SEND Code of Practice 2014 (revised 2015), four broad categories of need are identified:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical Needs
- Social, Mental and Emotional Health.

Whilst it is clear that the purpose of identification is to work out what action the School needs to take, it is not our purpose to fit a pupil into a category and serve solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

The school will always take needs that are NOT SEND but that may impact on progress and attainment into account for example:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a Serviceman/woman

The identification of behaviour as a need is not an acceptable way of describing SEND and any concerns relating to a child's behaviour will be described as an underlying response to a need which the School has recognised and identified clearly.

Special educational provision means educational provision which is additional to, or different from, the provision made generally for students of the same age in a mainstream school.

In compliance with the SEN Code of Practice, 2014 (revised 2015) and SEN Reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period

of close monitoring and targeted provision prior to the consideration being given to place a child onto the school Record of Need (RoN). Should a pupil require provision that is additional and different they are placed on the RoN under one single category, namely SEN Support. Their provision will be identified and progress monitored.

This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEND.

Northampton School *for Boys* is committed to providing the conditions and opportunities to enable any student with SEND and/or underachieving to be included fully and be successful in all aspects of school life. The AIT and Special Educational Needs policy at Northampton School *for Boys* supports the stated ethos of the school.

This policy has been created to ensure compliance with the Department for Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services to children and young people with special educational needs and disabilities will receive. These changes came into force on 1<sup>st</sup> September 2014. This policy has been created by Mr M Kneeshaw in liaison with the headteacher, SEN Governor, SLT and staff with due regard to the input of parents and pupils with SEND.

SPONSOR: Governors' Welfare Committee

DATE: September 2021

The Policy has been written with reference to:

Special Educational Needs Code of Practice: September 2014 DfES 581/2001( revised 2015)

Schools SEN Information report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)

Safeguarding Policy

Accessibility Plan

Teachers Standards (2012)

United Nations Convention on Rights of the Child (1991)

Education and Childcare during COVID-19 Guidance (2020)

PIVATS: Northamptonshire County Council Revised Edition 2002

SEN Toolkit: DfES 558/2001

The SEN Co-ordinator's File: pfp Publishing Ltd 2001

SENDA 2001: Disability Rights Commission

Making Sense: Information Advice and Support Service (IASS) 2014

The Special Educational Needs and Disability Regulations (Sept 2014)

The Equality Act 2010

Every Student Matters: A New Role for SENDCOs: R. Cheminais

Increasing options and improving provision for children with special educational needs (SEN) 2013  
DfE

## **Policy Objectives**

The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23)

To this end, we aim to:

- a) Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND.
- c) Ensure that teaching and learning is multi-sensory.
- d) Make sure that additional support is well targeted.
- e) Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority.
- f) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.

Through the application of this policy we wish to:

- g) Ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2014 revised 2015.
- h) Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- i) To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- j) Ensure all staff implements the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEND.
- k) Ensure that there is no discrimination or prejudice.
- l) Ensure all pupils have access to an appropriately differentiated curriculum.
- m) Recognise, value and celebrate pupils' achievements at all levels.
- n) Work in partnership with parents/carers in supporting their child's education.
- o) Guide and support all school staff, governors and parents on SEND issues.
- p) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- q) Provide appropriate resources and ensure their maximum and proper use.
- r) Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.
- s) To provide a Special Educational Needs and Disability Co-ordinator (SENDCO) who will oversee and work with the SEND Inclusion Policy.
- t) To provide support and advice for all staff working with pupils who have SEND.
- u) Support pupils with SEND to develop their personality, talents and abilities to the full. (UNCRC Article 23)
- v) Encourage all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)

In order to meet the special educational needs of our students at Northampton School *for Boys* we must:

- identify those students who are underachieving or who have SEND as soon as possible

- provide an appropriate time-bound and targeted intervention at a suitable level when a student is identified as having SEND
- ensure interventions have a target for progress
- ensure students in receipt of provision have a named key worker who will be responsible for overseeing intervention and co-ordinating those involved
- use a variety of teaching styles and alternative opportunities for learning to allow students with SEND to access the National Curriculum
- use resources effectively to support students with SEND
- assess and keep records of the progress of students with SEND
- review provision in the light of progress made and work towards independence without the need for support
- work with outside agencies who provide specialist support for students with SEND
- inform and involve the parents of students with SEND so that we can work together to support students
- encourage active involvement by the students themselves in meeting their needs
- provide on-going training for all staff and specifically those within the AIT working with students with SEND.

### **Co-ordinating Provision**

All class teachers, the SENDCo and the AIT carry out an on-going process of assessment, planning and review that recognises each student's strengths as well as areas for improvement. A rigorous tracking system is in place to identify students who are not making the expected level of progress. Exemplar strategies which are used to enable access for all students to the National Curriculum are shown below:

- Differentiation of the curriculum to match tasks to ability.
- Grouping within class where appropriate and setting across a year group of students according to ability to ensure that tasks are suitably matched to ability.
- Use of a range of teaching styles which recognise the individual learning strengths and weaknesses of the students in the class.
- Accessibility to resources to support pupils with sensory or physical difficulties.
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment.
- Peer group support through senior groups visiting younger groups as part of an intervention programme, paired reading and "buddy" systems, Sixth Form mentoring programmes.
- Use of positive behaviour management strategies within the classroom and as part of the whole school Behaviour Policy.
- Access to a vast array of extra-curricular clubs and to the social life of the school.
- In-Service training for all staff on the needs of students with SEND.
- Staff mentoring of Year 7 cohort in term 1 and 2: literacy focus.
- Staff mentoring of Year 11 in term 3 and 4: exam success focus.
- Withdrawal group and/or 1:1 teaching by the AIT staff.
- In-class observations.
- In-class directed and targeted support as part of an intervention.
- 1:1 targeted programmes of intervention.
- Access support for physical difficulty or as part of transition from one key stage to another.

At Northampton School *for Boys* we identify students with SEND or who are underachieving as early as possible, through regular contact with our feeder Primary school settings and by assessment on Transfer Day and at the start of the Year 7 using the CATS and the LUCID Exact baseline screening tests or other appropriate tests.

Through the school year we monitor and track the progress of all students by an on-going process of planning, teaching and assessment (the latter is termly). Students with a SEND or who are underachieving may be identified as having a need at any stage of this process during their school life.

### **A Graduated Approach to Support of SEND at Northampton School *for Boys***

At Northampton School *for Boys* all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and members of the Additional Intervention Team. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. ‘Quality First’ teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Close liaison is maintained with all members of staff by the SENDCo to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching. Details of the provision on offer at Northampton School for Boys can be found in the School Offer in the SEND section of the School’s Website and on the local authority website <https://www.send-local-offer/>

### **The “Triggers” for Further Intervention**

We recognise that there is a wide range of SEND amongst students and match the level of intervention to each student’s needs. We have adopted the graduated approach set out in the 2014 SEN Code of Practice revised January 2015), (Assess, Plan, Do, Review), where the level of intervention increases whenever adequate progress is not being made.

The “triggers” for consideration of further intervention are one or more of the following:

- levels of termly assessment show a negative point score from one term to another and as a trend over the year
- A student is working at a level below the national expectation for that Year group
- the attainment gap between the student and their peers is getting wider
- a previous rate of progress is not being maintained
- little progress is being made even when teaching approaches and resources have targeted a student’s identified area of weakness
- low scores in diagnostic testing
- emotional or behavioural difficulties persisting in spite of the use of the school’s behaviour management programmes
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After students, in liaison with Virtual School and Social Services
- for a student who is new to the school, records from the previous school indicating that additional intervention has been in place
- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills
- other adults concerns eg from medical services, Educational Psychologist, Student Services etc

### **Levels of Need**

Northampton School *for Boys* School’s Graduated Response consists of three levels as follows:

### **On-Alert.**

- This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch-up. A pupil in this category may have one or more of the following indicators :
- Be at risk of not meeting their targets
- Currently working at a standard below National expectations and their targets will not bring them above this level
- New entrants to the school whose needs are still being assessed
- Currently have barriers to their learning eg
  - Their behaviour is disruptive
  - There are attendance/lateness issues
  - Concerns over their mental health
  - The family is currently experiencing challenges
  - They have EAL (English as an Additional Language)

All class teachers are required to keep a list of pupils who they are monitoring at On-Alert level and to identify and implement strategies to address their needs to enable them to catch-up. This will involve conversations between the class teacher, SENDCO and parents which will include problem-solving, planning support and strategies for the individual pupils.

Pupils at this level of need DO NOT form part of the School's Record of Need (RoN) and, in line with the Code of Practice, the School ensures that everything is done at an early stage as possible to avoid the need for SEN Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEN support.

### **SEN Support**

Pupils are placed on the RoN at this level after assessment and consultation between the SENDCO and Class Teacher when it is established that they have a significant learning difficulty and need provision that is **additional and different**.

At this point, parents/carers will be informed of the decision and the School will continue to work in partnership with them, listening their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of 'Assess- Plan-Do -Review Cycle.'

### **Assess**

- Teacher's high quality, accurate formative assessment and experience of child
- Pupil progress, attainment and behaviour
- Development and attainment in comparison to peers
- Views and experiences of parents
- The child's own views
- If relevant, assessments, views of and advice from external services.

### **Plan**

- A plan will be drawn up by SENDCO & class teacher in consultation with parents and child. It will include:
  - The outcomes agreed for the next half term
  - The support and interventions to be put in place
  - The expected impact on progress, development or behaviour
  - A clear date for review
- The plan will be recorded on the pupil's Individual Provision Map.
- A copy will be given to the parents.

### **Do**

- The class teacher remains responsible for working with the child on a daily basis

- and works closely with members of the Additional Intervention Team or specialist staff to plan and assess the impact of the interventions.
- The SENDCO supports the teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

### **Review**

- Parents will be invited to attend meetings with the SENDCO and their child to monitor/ review the effectiveness of the support and the impact on the child's progress.
- Parents will be given copies of all notes recorded at the review.

### **Involving Specialists**

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEN Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

### **Education, Health and Care Plan**

Pupils who need more specialist provision and whose needs cannot be wholly met at SEN Support level will be the subject of Statutory Assessment. This is completed by the SENDCO who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. The LA then consider the application and issue an EHCP as appropriate.

There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent, child and all professionals involved invited to attend.

In addition, pupils with an EHCP are subject to the Assess-Plan-Do-Review Cycle.

### **Admission Arrangements**

In line with current the School and LA policies, a place at Northampton School *for Boys* is available to a student with SEND provided that:

- a) the parents wish the student to attend the school
- b) the student's special educational needs can be met by the school
- c) other pupils will not be disadvantaged
- d) resources will be used efficiently

Northampton School *for Boys* has a duty under the Special Educational Needs and Disability Regulations 2014 (SENDA) not to discriminate against a disabled student:

- in the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria.
- in the terms on which the responsible body offers pupils admission to the school
- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled. (Equality Act 2010)

### **Accessibility**

#### **Access to the School Environment**

Northampton School *for Boys* is on a mostly level site with easy access to all areas including lift access in each building to different floors, for students with mobility or visual problems. There are a



small number of individual rooms without such access but none of these mean that a specific subject, facility or learning resource is denied to students as adaptations to the timetable will be made so that only accessible rooms are included. See the Accessibility Plan on the school website for further information.

### **Identification and Assessment / Transition**

- Students are internally assessed early to see if they have difficulties which might eventually impact on their ability to complete exams under normal arrangements.
- Following this analysis and identification an intervention programme is created to enable the student to make more rapid progress within these targeted areas of need. The aim is to be able to complete exams under normal arrangements.
- If progress is, nevertheless, insufficient to remove the need for additional provision then formal assessment and the exam board's approval is sought, for modified access arrangements.
- Our approach is often seen by students as “CAN DO” rather than “CAN'T DO”.

### **The Graduated Response and the Pupil Welfare Panel**

#### **1) Identified Concerns Universal offer**

If a teacher is concerned about some aspect of a student's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the student is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that student.

If a student is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the student overcome the problems.

When a teacher is concerned about a student's physical or mental well-being, they will share their concerns with the SENDCo and the staff who have responsibilities for pastoral, medical and student-care issues.

#### **2) SEN Targeted Support**

If a student continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The initial response of the class teacher will be to involve their Curriculum Team Leader or the Year Team Leader who will reassess that the universal interventions have been met. To move to a targeted intervention the Curriculum Team Leader or Year Team Leader will refer the student to the Pupil Welfare Panel who will examine all evidence across a range of subjects and decide the most appropriate intervention.

A Key Worker (AIT staff member) will be appointed to oversee the student's support and progress.

Relevant staff and the Key Worker will look at the evidence of inadequate progress and decide on the most appropriate strategies which are additional to, or different from those already being provided in the classroom to help the student to make progress.

Should a change of provision not have an impact/be inappropriate, a review or plan for targeted intervention will take place with the long-term aim of:

- a) reducing the amount of help the student requires to overcome their learning obstacle
- b) continuing with the existing level of help with new targeted interventions being set
- c) increasing the level of intervention if there has been little progress

### 3) SEN Support and Specialist Interventions

If a student continues not to make adequate progress at SEN targeted Support the Key Worker will liaise with the Pupil Welfare Panel and will ask for help from specialists outside school. This is in addition to the extra support the student is already receiving within school. These specialists may include the Educational Psychologist, the School Doctor, Specialist Support Service, NGAGE, CAMHs, The Virtual School or the Local Authority's Education Inclusion Partnership Team. With their help strategies which are additional to or different from those at SEN Support will be sought for a finite intervention.

### Request for Statutory Assessment for an Education Health Care Plan (EHCP)

If the student continues to not make progress, the school, through the Headteacher and SENDCo, can make a request to the Local Authority EHC Team to make a statutory assessment of the student's SEND. If the Local Authority agrees, it collects information from all those who have been involved with the student including evidence or reports written by external agencies, alongside educational advice written by the SENDCo. From this the LA EHC Team decides whether the student needs an "Education Health Care Plan" of SEN to meet their needs and if they agree will proceed on the EHC assessment pathway.

### An Education Health Care Plan (EHCP)

The Education Health Care Plan is a legally binding document which sets out the provision for each student. Each year the school must hold an Annual Review of the EHCP for those students who have been given one, inviting the parents and all the outside agencies involved with the student to assess the student's progress. A representative from the LA may also attend these reviews. Some students, particularly those with physical disabilities, sensory impairments or serious medical conditions may also have a Care Plan and, if appropriate, a Moving and Handling Plan drawn up by Northampton School *for Boys* and specialists from the NHS.

### Liaison within the school

The SENDCo shares information about pupils with SEND with

- Class teachers
- Support staff
- The Senior Staff
- Members of Additional Intervention Team
- The Curriculum Team Leaders
- Assessment Co-ordinators
- The Co-ordinator for medical needs
- The Child Protection and Safeguarding staff

### **INSET Arrangements for SENDCo and AIT**

Within school there is an on-going programme of INSET training for all members of staff. The school governors are also informed of courses on disability and SEND issues and are invited to attend. The SENDCo attends network meetings on SEND issues run by the LA. They also attend

school INSET sessions about other areas of the curriculum so that they are aware of current practices in these areas and any future developments which may affect students with SEND. (Not currently taking place during Covid-19) The AIT team also attend courses specific to their field through school INSET sessions specifically for their needs, and external courses when appropriate. The SENDCo and members of the Pupil Welfare Panel lead INSET sessions for the school staff on specific SEND issues during the school year. These focus on individual students, types of need and making Universal provision effective. The SENDCo also advises in the Teaching School.

The AIT team also attend courses specific to their field through school INSET sessions specifically for their needs, and external courses when appropriate.

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### **Links with Other Schools**

Members of the school Additional Intervention team and the SENDCo arrange visits to the primary setting when they are informed of a student with SEND or who is a LAC pupil is transferring to NSB from KS2 to KS3. When a student already has an EHCP they are usually invited to attend the student's Annual Review in Year 6 held during the summer term before transition to secondary school. During the transition year SEND and identified students with significant needs will make a number of additional visits to Northampton School *for Boys* beyond the normal transition arrangements during the summer term. Specialist members of the AIT will be initially involved at this stage.

### **Partnership with Parents**

Parents of students with SEND are kept fully informed of the provision and targeted interventions that are being made for their child. Parents are invited to review progress towards the targets at the Parents' Evenings and at review meetings if their child has an EHCP. The school will operate collaboratively with parents.

Information about the Information Advice and Support Service (IASS) is available from the SENDCO. The SENDCO brings the organisation to the notice of parents whenever possible.

### **Considering Complaints**

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the intervention and provision the school is making for their child with SEND, they should talk first to the SENDCo and Year Team Leader. If the parents think that the student should be given more support they should raise their concerns with the SENDCo and the Senior Leadership team responsible for Pupil Welfare. Most concerns will be resolved in this way. If parents still feel dissatisfied, they may choose to raise their concerns with the school's governor responsible for SEND.

### **The Additional Intervention Team**

The SEND Governor has regular contact with the SENDCo and the Senior Staff of the school to keep up-to-date with, and monitor the school's SEND provision.

### **The Special Educational Needs and Disability Co-ordinator (SENDCo)**

The SENDCo is responsible for the arrangements for SEND provision and intervention throughout the school. The SENDCo:

- has responsibility for the day to day operation of the SEND policy
- maintains a register and ensures that the records on students with SEND are up-to-date
- works closely with the Senior Staff, the teaching staff and members of the AIT in co-ordinating targeted interventions and provision for SEND students.
- manages the staff employed to work with individual students with SEND throughout the school
- liaises with the staff within school who have specific responsibilities such as those for child protection, pupil premium, attendance and family support issues
- is the Co-ordinator for medical needs
- works closely and communicates regularly with the parents of students with SEND
- liaises with outside agencies to gain advice and support for students with SEND
- contributes to in-service training for staff on SEND issues

#### The Additional Intervention Team - Staff

The school employs specialist support staff and further support staff to assist the SENDCo in delivering targeted interventions to students highlighted as struggling to achieve; having significant difficulty accessing the curriculum; or with a defined SEND or Pupil Premium identified need. AIT interventions take place throughout the school. The AIT team are currently deployed as follows:

- Social Emotional and Mental Health Leader
- Autistic Spectrum Disorder Leader
- Literacy Intervention Leader
- Numeracy Intervention Leader
- Transition Intervention Leader
- Autistic Spectrum Disorder Mentor
- Social, Emotional and Mental Health Mentors including a trained Emotional Literacy Support Assistant (ELSA) and additionally a mentor who has oversight of the LAC students in school and who reports to the SLT link teacher for LAC students.
- Learning Mentor (LM)
- School based counsellors

The AIT work with individual students and with small groups on very specific and targeted intervention programmes. They meet with the SENDCo and AIT management team each week to plan and review, and to adapt the learning programmes, provisions and targeted interventions they are delivering. They also plan and oversee reactive interventions of work for individual students which may become necessary within their specific field.

In Key Stage 3 the AIT supports students identified as not having made expected progress for a student at Northampton School *for Boys* by teaching literacy and numeracy skills to small withdrawal groups and individuals. The team also carry out diagnostic assessments of individual students if appropriate to assess needs. The team records the provision of interventions to ensure monitoring and evaluation is completed and relevant information is fed back to parents.

The AIT also works closely with outsourced specialists who work within the school environment. These specialists provide interventions. Specialists include agencies such as the School Nurse. The school's AIT staff work closely with a variety of Local Authority agencies and private organisations to support students and their families who are having difficulties. The SENDCo meets regularly

with the SEMH Leader and Mentors to monitor pupil progress of highlighted students with Pupil Premium and SEND.

### **Monitoring and Evaluation of the success of the AIT/SEND Policy**

Evidence of the effectiveness of this policy will be shown by:

- on-going teacher and AIT observations of the student in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the student's needs
- records and evidence of the student's work showing progress towards curriculum objectives
- evidence of progress towards targets at relevant SEND reviews
- evidence of meeting the targets set for any interventions
- more age-appropriate scores on standardised testing term by term
- records and evidence of the student's progress towards improving behaviour
- bespoke assessment tools used in each specific field of the AIT
- discussion at an appropriate level with the student about their progress
- discussion with parents about the student's progress
- discussion with outside agencies about the student's progress
- successful requests for additional funding at High Needs Block Funding and Top Up Funding.

The school will review annually the AIT Policy and support arrangements. The outcome of this review will inform the School Improvement Plan

Approved by:

Date:

Review Date:

Designated governor for SEND

Designated senior lead for SEND

Designated SENDCo

Designated AIT Leader

Designated senior lead for Pastoral Welfare

Governors Welfare Committee

September 2021

September 2021

Mary Kay

Helen Topping Shaw

Emily Spencer

Mandy Inwood

Matt Kneeshaw

Related Policies include Child Protection, Pupil Premium, LAC, Equality, and Behaviour.

### **Glossary of abbreviations**

AIT	Additional Intervention Team
ASD	Autistic Spectrum Disorder
ASDL	Autistic Spectrum Disorder Leader
ASDM	Autistic Spectrum Disorder Mentor
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
SEMH	Social Emotional Mental Health Leader
SEMHM	Social Emotional and Mental Health Mentor
HI	Hearing Impairment
INSET	In-Service Training
KS	Key Stage
LA	Local Authority
LM	Learning Mentor
LIL	Literacy Intervention Leader
MLD	Moderate Learning Difficulties
NIL	Numeracy Intervention Leader

PD	Physical Disabilities
PIVATS	Performance Indicators for Value Added Target Setting
PWP	Pupil Welfare Panel
SATs	Standardised Attainment Tests
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs and Disability Co-ordinator
SENDA	Special Educational Needs and Disability Act
SLD	Severe Learning Difficulties
SPLD	Speech and Language Difficulties
TIL	Transition Intervention Leader
VI	Visual Impairment

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