# Hartismere School

# Special Educational Needs and Disabilities

## Policy No 4

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## 1. Basic Information about the school's provision for pupils with Special Educational Needs

### The Aims of Hartismere School

We aim to meet the educational needs of each student and to encourage a high but realistic level of expectation. We strive for exemplary standards of academic achievement, self-discipline and consideration for others. We try to give pupils and students the knowledge and skills they will need for life and to make them proficient in literacy and numeracy. All pupils have access to a broad and balanced curriculum. We endeavour to make optimum use of resources available to us. This is achieved within the context of a firm yet understanding and caring school environment. We aim to provide cultural capital required for pupils not only to succeed but to raise their aspirations.

### The Ethos of Hartismere School

We value every child. We want them to enjoy and value their time at school in its own right as well as seeing its importance in preparing them for a fulfilling adult life.

We encourage pupils to be self-disciplined, responsible and considerate in their dealings with others and to respect everyone's individual talents.

Our school is a resource for the whole community, with whom we share responsibilities. To benefit fully from membership of Hartismere, commitment is required from pupil, parent and school.

### Definition of Special Needs

According to the Code of Practice, children have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age; or have a disability which hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Special Educational provision is educational or training provision that is 'additional to' or 'different from' that made generally for other children or young people of the same age by mainstream schools. "High quality teaching that is differentiated and personalised will meet the needs of the majority of children and young people. Some children and young people need education provision that is additional to or different from this. This is Special Educational Provision."

**SEND Code of Practice January 2015**

### The Aims of Special Needs Department

We aim to provide support for the pupils with Special Educational Needs and Disabilities (SEND) in order that they may take a full part in the life of Hartismere School, have access to the whole curriculum and fulfil their potential in order to prepare them for their adult life in wider society.

The objectives of the governing body in making provision for pupils with special educational needs (SEND) are to:

1. Co-ordinate a whole-school approach for SEND pupils and endeavour to achieve maximum inclusion whilst meeting individual needs.

2. Provide appropriate and effective support to SEND pupils and meet individual needs through a wide range of provision.

3. Provide appropriate and effective support for teachers of SEND pupils through professional development and focused support.

4. Monitor the SEND provision to ensure staff deployment, resource allocation and choice of intervention is leading to good learning outcomes.

5. Produce, monitor and review the Accessibility Action Plan.

6. To work in partnership with all involved parties, students, parents and professional agencies to meet the needs of all vulnerable learners.

## 2. Staffing of the Learning Support Department

The school's co-ordinator for SEND provision (SENCo) is Ms Liz Ashwood. The SENCo is responsible to the Headteachers and Governors for the efficient co-ordination of SEND practice at Hartismere School.
The line-manager for day-to-day management of the department is the Assistant Headteacher, Mr Romayne Sorhaindo.
A detailed job description for the SENCo is given in Appendix 1.
The SENCo coordinates the work of Learning Support Assistants (LSAs). A list of Learning Support staff is given in Appendix 2.

Other staff involved in SEND provision at Hartismere School:

Department Link Teachers:

- Subject staff who have been designated by departments to maintain a link between their department and the Learning Support department.
- They are expected to attend SEND Liaison Group meetings, where information about pupils is exchanged.
- The link teacher should make sure that this information is brought to the notice of staff in their subject area.

Heads of Departments:

- Identify good practice and pass on examples to teachers and SENCo.
- Identify examples of adaptations and adjustments and make available to teachers and the SENCo.

- Review the curriculum, its adaptations and adjustments and discuss with the department on a regular basis.
- Liaise with SEND Department.
- Include SEND issues on department meeting agendas and give minutes to the SENCo.
- Ensure department is represented at SEND Liaison Meetings.

Subject Teachers:
"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."

**SEND Code of Practice 2015**

They should:

- Know which students are on the SEND Register and why.
- Consult SEND information files on Go4schools, the Google shared drive and/or in the SEND admin office (Learning Support rooms).
- Consult pupil profiles for strategies and support of pupils on the SEND Register.
- Be involved in the implementation and evaluation of IEPs.
- Complete SEND monitoring sheets for annual reviews of Education, Health and Care plans.
- Provide appropriate adaptations and adjustments within their quality teaching.
- Raise SEND issues at department meetings.
- Refer any pupils causing concern to the SENCo.
- Ensure there is adequate opportunity for pupils with SEND to work on agreed targets.
- Ensure effective deployment of resources including LSA support for SEND pupils.
- Monitor, implement and report use of exam access arrangements.
- Be aware of teaching strategies or approaches that may be required to support SEND students.

LSAs:

- Support the SENCo in implementing and managing SEND provision. They support and monitor work of SEND through regular meetings with the SENCo and liaise with school departments and teachers (see Appendix 1 for greater detail).
- Provide feedback to Head of Years from mentoring sessions if required.
- Work flexibly in the classroom according to the needs of the pupils and requirements of the teachers.
- Plan and administer small group interventions.
- Assess pupils' progress following interventions.

Heads of Year:

- Liaise with the SENCo about pupils whose special educational needs are also linked to specific pastoral or behaviour support plans.
- Ensure tutors are involved in evaluation progress and IEPS.

Assitant Headteacher:

- Support the SENCo with SEND Department issues and line manage SENCo.
- Act as Performance Manager for SENCo.

Governors' Responsibilities and the link-governor for SEND provision.
The responsibility of the governing body is outlined in the SEND Code of Practice 2015.
The link-governor for SEND provision is Mr Carl Haynes.

## 3. Co-ordinating SEND provision

### Deployment of staff

Staff are deployed according to the following criteria:

1. In response to the statutory requirements of pupils with an Education, Health and Care plan.
2. According to the latest SEND High Needs funding requirements.
3. According to SEND Register.
4. To meet the SEND needs of the new year 7 intake during their first year at Hartismere.
5. In response to in-school data tracking.

Head of Year 7 and Primary Heads and SENCOs work with the SENCo to identify transition needs of year 6 pupils.

### Allocation of Resources

Funding allocated to provide resources for special needs is determined by the Headteachers and the Governors, taking into account the money received from the whole school budget, High Needs funding, and where appropriate Pupil Premium. Once the level of teacher hours and LSA time has been decided, the SENCo allocates hours of support to pupils requiring it.
The funding of SEND provision is provided through Average Weighted Pupil Unit up to £6,000 per annum per pupil. Thereafter if the cost of support is higher, then the school will apply to the Local Authority for High Needs funding.

**Admission arrangements for pupils with recognised SEND**

Hartismere aims to be fully inclusive. In line, with the Equalities Act of 2010, Hartismere will not discriminate against children with SEND and will take all reasonable steps to provide effective educational provision to those who seek admission.

**Access facilities for pupils and parents with disabilities**

We make every reasonable adjustment to create an accessible environment for everyone at Hartismere. For full details please see the school Accessibility Action plan: https://www.hartismere.com/Information/School-Policies (policy no 8).
Efforts are made to not only ensure the physical environment is accessible but to also improve accessibility to the curriculum and to school information sources. This is achieved in a variety of ways and may include the use of hearing loops, enlarged ICT, colour background text, colour tinted pages in exercise books, spellcheckers, ICT, laptops, Chromebooks, software support and appropriate seating.
There will be cases where the school will need to take account of a pupil's individual needs and circumstances when applying the school's behaviour policy. We will endeavour to make reasonable adjustments or implement additional strategies and to consider alternative actions when applying the policy to 'at risk' pupils.
In order to make exams accessible, we apply for additional exam access arrangements for specific pupils. These arrangements are varied but might include a reader, scribe, extra time or practical assistant.

## 4. Identification, Provision and Review of Pupils with Special Educational Needs

**Identification:**
Pupils are identified within 4 broad areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and /or physical needs.

**a) Year 6 pupils entering Hartismere School**

Information relating to the new intake is collated from pupil profiles and data provided from feeder primary schools about Levels of Attainment (Teacher Assessments, SEND data, reading scores and Vernon's Spelling Scores). Teacher Assessments are confirmed by KS2 SATs data towards the end of term. The SENCo will attend the Annual Review of Education, Health Care Plans for

pupils in Year 6 to assist in the transition of these pupils. The SENCo and other department members makes a series of visits to feeder schools to meet with SEND pupils and their teachers and support staff.
Parents have the opportunity to contribute to the information on the school's admission form, as well as through additional meetings and the year 6 parents evening.
Information about the new intake should be in school before the end of the summer term and a provisional list of those pupils requiring SEND support identified. The SENCo and Head of Year 7 are responsible for this and will pass the information onto teaching staff in September.

**b) Other pupils entering Hartismere School**

Where a pupil is admitted to the school, other than as part of the normal transition from Year 6 to Year 7, then Head of Year will interview parents and child and as part of the interview, determine whether there is any SEND provision required as part of that admission. They will liaise the SENCo if required. Data from the transfer school will also be analysed.
Parents have the opportunity to contribute to the information on the school's admission form.
Once admitted to the school, the Learning Support Department will implement baseline screening for reading and spelling to assess level of need.

**c) Identification of pupils currently within the school**

This may be as the result of one or more of the following:

- Teacher referral occurring through classroom-based concerns, pupil/student memos, SEND Liaison Group meetings and through concerns via progress data tracking.
- Support staff referral through data from pupil/student memos.
- Pupil concerns expressed to staff leading to self-referral.
- Parental concerns expressed to staff through parent evenings, meetings, phone contact or admission forms.
- Information or data from external agencies.

Any of these may then lead on to further individual assessment/investigation.

**Special Arrangements for examinations**

Some pupils will be identified, through a series of assessments and through observation, as requiring access arrangements for exams (internal and external), classwork and coursework. These assessments are carried out by our qualified assessor, Mrs J Luxton, and authorised by the Joint Council for Qualifications (JCQ). These special arrangements are to ensure that individual pupils are not disadvantaged by the assessment regime and may include arrangements such as reader, scribe, extra time, prompt etc.

## The Special Education Needs and Disabilities Register

All identified pupils with special educational needs are monitored through inclusion on the school's SEND Register. The register is regularly updated during the academic year and is available for all staff on the shared drive, Q and as part of the Go4Schools data.
The SENCo is responsible for maintaining the SEND register accurately.
The records of pupils on the SEND register are maintained by the SENCo, including Annual Reviews of pupils with Education, Health and Care plans, Individual Education Plans (IEPs - example in Appendix 5) of focus pupils (those with EHCPs and pupils involved in 1:1 interventions), other pupils in receipt of highlighted provision maps (Appendix 3) annually.
IEPs are available on the shared drive and are twice annually reviewed and updated. These documents are shared with parents and comments invited.
Students who have additional needs, but are not SEND are monitored through an Additional Needs register.

## Assessment Procedures

New pupils are screened during year 7 using the New Group Reading Test and the Language Link assessment. Data is centrally available to all teachers. A selection of more focused, standardised assessments are then used by the Learning Support department to further investigate specific pupil needs. These tests are used across all age ranges and include:

Access Reading Test
York Assessment of Reading for Comprehension (YARC)
Diagnostic Reading Analysis (DRA)
Vernon Graded Spelling Test (version 3)
BPVS (British Picture Vocabulary Scale)
Speech and Language Link
Hodder Basic Number screening test
Diagnostic Assessment of Speed of Handwriting (DASH)
Emotional literacy assessment
Test of Abstract Language Comprehension (TALC)
Rapid Automatized Naming and Rapid Alternating Stimulus Test.

These tests provide information for the Learning Support Department and results are shared with staff as required. Where there is concern that more detailed information is needed then advice and guidance and further testing may be sought from an Educational Psychologist assessment or a referral may be made to specialist external agencies.

**Provision:**

**Stage 1 Well-adapted, High Quality Teaching within the classroom.**

- All learners will have access to High Quality Teaching.
- Some learners will have access to Wave 1 (in-class adaptations) or Wave 2 interventions (small group focused teaching – see Appendix 4 for list). These may be pupils with additional needs or pupils who have been identified as underachieving in specific areas.
- Learners with additional needs who are included in interventions will be included on provision maps which outline and monitor all additional intervention across the school.

**Stage 2 Additional SEND Support**

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-adapted curriculum on offer for all pupils in the school ie they have a special educational need as defined by the SEND Code of Practice 2015.
- Intervention may be provided for pupils with SEND or additional needs. The cohort will be identified and tracked using provision maps, the SEND and Additional Needs Register and associated screening data.
- The majority of these pupils will be included on a SEND support stage on the SEND register.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEND Code of Practice 2015, is as follows:

    - IEPs will be completed for all pupils with an EHC plan as well as those who are involved in a 1:1 intervention programme where specific targets can be set and reviewed.
    - Our IEPs are used as a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working documents which can be constantly refined and amended.
    - Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and "ownership of the targets". IEP targets will be added to pupil's planners. Copies are sent to parents.

- Pupils will take responsibility for working towards the targets in their planners and are rewarded for achievement.
- Teachers will be notified of the targets via the Individual SEND profile.
- Our IEPs will be based on informed assessment and may include the input of outside agencies.
- Our IEPs have been devised so that they are manageable and easily monitored and will be monitored twice annually.

**Stage 3 Education, Health and Care Plan**

- Pupils with an Education, Health and Care Plan will have access to all arrangements for pupils on the SEND Register and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for
    - High Needs Funding
    - an Education, Health and Care Plan

  and will ensure that all pre-requisites for application have been met through additional SEND Support at an earlier stage.

**Monitoring and Evaluation**

The graduated approach to SEND support takes the form of a four part cycle. The assess, plan, do and review system enables a developing understanding of pupils' needs and supports good progress and outcomes. The monitoring and evaluation of the effectiveness of our provision for pupils with SEND is carried out in the following ways:

- Monitoring of the progress of pupils with SEND is the responsibility of the SENCo in collaboration with subject teachers and LSAs.
- Classroom observation by the SENCo and Senior leaders.
- Ongoing assessment of progress made by intervention groups, reported to Governors annually.
- Feedback from all staff through memos or during SEND Liaison meetings which are held once a term.
- Pupil interviews and parent comments when setting new IEP targets or reviewing existing targets.
- Pupil progress tracking using assessment data.
- Monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- Attendance records and liaison with Heads of Years.
- Via Annual Reviews of EHC plans.
- Through discussion with parents of pupils at parents' evenings or through individual meetings.

- Observation and evaluation of interventions.
- Via reviews conducted by outside agencies and consultancies.

It is the responsibility of Governors to evaluate the effectiveness of the SEND provision within the school. The governors have agreed that there should be in place an annual meeting of the committee during which the following evidence will be presented to the Governors by the SENCo and /or the SEND Governor:

- Current staffing of the department
- Details of current funding
- Breakdown of SEND pupils on the SEN Register
- Relevant progress data
- Rates of progress for Intervention Programmes
- Learning Support Improvement plan
- Learning Support Case Studies
- Learning Support Assistants' roles and responsibilities
- LSA observation examples
- Example of Individual Education Plan format
- Departmental training information.

**Stage 5 Complaints Procedure**

Parents are encouraged to contact the school about any matter and to make an appointment to speak to staff at any time they feel appropriate. If parents have a complaint about their child's education they should contact their child's form tutor, Head of Year or the SENCo. If the matter is unresolved then it can be taken through a Headteacher or ultimately the school governing committee.

# Appendix 1

**Job Description: Special Education Needs and Disabilities Coordinator (SENCo)**

Responsible to: Assistant Headteacher
Key Responsibilities:

- To liaise with the Assistant Headteacher and Headteachers on a regular basis as required.
- To contribute to the formulation and implementation of whole school policies, where requested to do so.
- To contribute to meetings of the Governing Body as requested and especially in relation to the Annual SEND Report to Governors.
- To lead the work of the school in Special Needs within the context of whole school policies.
- To liaise with the Headteachers and Governing Body to ensure the school is meeting the requirements of the Equality Act (2010).
- To maintain an overview of and develop strategies to effectively assess students and pupils with SEND.
- To control and monitor the SEND budget.
- To lead in the developing and quality assuring of the curriculum as it is delivered through the Learning Support Department.
- To lead in maintaining sound order and discipline in the Learning Support department.
- To lead the work of the Learning Support Team acting as Line Manager for all members of the team.
- To act as principle liaison officer with external agencies, as these relate to SEND.
- To lead in the formulation of the School Improvement Plan as it relates to SEND.
- To play a leading role in implementing Performance Management as a Team Leader.
- To play a leading role in developing and ensuring publication of the School SEND information report on the school website.
- To regularly update and oversee the operation of the School Special Educational Needs and Disabilities policy.
- To play a role in developing the school Accessibility Action Plan.
- To lead in the production of the Whole School SEF, as this relates to SEND.
- To lead in the liaison with partner primary schools in SEND terms and oversee transition for year 6 pupils with SEND.
- To coordinate provision for pupils with SEND.
- To support pastoral meetings.
- To be available for discussion with parents at all school parents' evenings and SEND parent meetings.
- To analyse and develop the use of data in relation to SEND.
- To ensure the completion according to statutory guidance of EHC plan returns and other similar SEND information requirements.
- To lead in conducting the High Needs Funding audit.
- To develop and sustain effective links with all departments and each Head of Year across School.
- To oversee the work of examination support, as this affects pupils and students with SEND in liaison with Heads of Department and the Examinations Officer.
- To disseminate advice regarding specific approaches and strategies for SEND provision.
- To contribute to staff meetings as required by the Headteachers.
- To provide staff development and training as required by the Headteachers.
- To ensure the effective dissemination of SEND information amongst appropriate staff.
- To regularly evaluate impact and effectiveness of interventions for pupils with SEND.
- To maintain and analyse the SEND Register.

- To make appropriate referrals to external agencies, specialist teachers and the Local Authority.
- To oversee the records of pupils with SEND.
- To ensure that relevant SEND information if provided for the census.
- To sensitively liaise with parents and carers of pupils with SEND.
- To observe LSAs as part of performance management.
- To observe classes with SEND pupils.
- To continue to develop knowledge of SEND through training and research.
- Other relevant duties as may be required by the Headteachers.

**Job Description: Learning Support Assistant (LSA)**

Duties and Responsibilities:

- Work as part of the Learning Support Team liaising, advising and consulting where appropriate.
- Follow school policies and procedures including those relating to confidentiality and behaviour.
- Develop knowledge and understanding of the specific needs of SEND pupils.
- Deliver literacy and/or numeracy interventions to pupils either on a one-to-one basis or in small groups.
- Support pupils across a variety of subjects including practical lessons and PE.
- Work with teachers to ensure that the supported pupils are able to access the curriculum, engage in learning and stay on task during the lesson or activity.
- Build trust with pupils, in and out of class, to develop their self-esteem, confidence and motivation.
- Undertake mentoring of specific pupils in small groups or 1:1 and support the social and emotional development of pupils, reporting any issues when required.
- Support the teacher in managing challenging pupil behaviour and promoting positive behaviour.
- Guide, monitor and report back on pupil progress.
- Provide personal care for any pupils, as required.
- Carry out administrative duties, such as completing pupil memos, evaluating Individual Education Plans, contributing feedback to Annual Reviews and other meetings.
- Provide support outside of normal classes, such as reading or scribing during exams or accompanying SEND pupils on school trips.
- Support, if required, with after school homework club, revision sessions or lunchtime pupil supervision.
- Carry out observations / assessments of pupils and feed back to SENCo.
- Attend CPD sessions throughout the year as directed by SENCo.
- Undertake internal and external training and cascade information as appropriate.
- Contribute to Annual Performance Management Review Meetings with SENCo.
- Follow advice and recommendations provided by external agencies such as Speech Therapists etc.
- Supervise pupils during lunch breaks.

(This list is not exhaustive, but provides an idea of what might be expected in the role.)

## Appendix 2

(November 2026)

Staff involved in SEND provision at Hartismere School.

SENCo: Ms L Ashwood

Assistant Learning Support Coordinator: Ms T Howman

LSAs:
Mrs R Craine
Mrs G Dalliston
Mrs E Hipperson
Mr M Olmedo
Mr C Roberts
Mrs G Skuse (maternity leave)
Mrs L Warner

Mrs L Frost - Learning Mentor – KS3
Mrs P Abbott – Learning Support and Sixth Form Administrator

## Appendix 3

Individual Provision Map

**Year….. Name…… Form …… Date …….**

**Individual Pupil Provision Map**

| Area of Need | Wave 1 | Wave 2 | Wave 3 |
|---|---|---|---|
| **Cognition and learning** | • Adapted curriculum planning.<br>• Adapted delivery/slower lesson pace.<br>• Variety of text fonts.<br>• Writing frames.<br>• Chunking work.<br>• Key words displayed.<br>• Alternative methods of presentation / assessment.<br>• Coloured resources (Irlen Syndrome).<br>• Strategies provided to staff. | • In-class LSA support in some classes / across curriculum.<br>• Withdrawal groups – Yr8, 9, Language Studies lessons.<br>• Sound Discovery spelling group.<br>• Small group teaching Maths / English / Science.<br>• Homework support sessions.<br>• Registration spelling groups – Lexia / Wordshark.<br>• Exam support sessions.<br>• Organisation group.<br>• Modular certificate option. | • 1 – 1 literacy programmes.<br>• 'Catch Up' reading.<br>• 1:1 numeracy programmes.<br>• Access arrangements for exams / internal tests / assessments (reader / scribe / extra time / prompt).<br>• Additional planning / arrangements for transition.<br>• 1:1 Learning Mentoring Work.<br>• Use of ICT.<br>• 1:1 tuition.<br>• 1:1 exam support. |
| **Social, emotional and mental health** | • Whole school reward programme.<br>• Whole school / class rules.<br>• Whole school policy for behaviour management.<br>• Seating plans adapted.<br>• Small, achievable targets.<br>• Reset option.<br>• Strategies provided to staff. | • Time out sessions with LF / SJ.<br>• Use of supervised classroom at lunchtimes / break times.<br>• Social skills session.<br>• Mentor time during registrations.<br>• Student support group<br>• Organisation group. | • Individual internal counselling.<br>• Individual anger management sessions.<br>• LSA support – used to support / monitor SPSF programmes.<br>• Mentoring (1:1).<br>• Access arrangements for exams (prompt / extra time / alternative room).<br>• SES support (ASC, SEMH & EBSA outreach service.<br>• Counselling from Helen Ramsey, child counsellor. |

| | | | |
|---|---|---|---|
| | | | • Time to change.<br>• Suffolk Young Carers Support.<br>• Drawing and Talking Therapy.<br>• Attendance support. |
| **Communication and interaction** | • Adapted curriculum delivery – simplified language / rephrasing, repetition and recapping.<br>• Structured school / class routines.<br>• Flexible teaching arrangements.<br>• Increased visual aids / modelling.<br>• Key words – displayed.<br>• Strategies provided to staff. | • Shared in-class LSA support in some classes / across curriculum.<br>• Supported break / lunchtimes.<br>• Social skills programme.<br>• Mentoring.<br>• Vocabulary enrichment intervention.<br>• Registration discussion group. | • 1:1 speech therapy sessions delivered by SALT (Speech and Language Therapist).<br>• SES support (ASC outreach service).<br>• Mentoring (1:1). |
| **Sensory and/or physical** | • Flexible teaching arrangements – appropriate seating.<br>• Teacher awareness of sensory / physical impairment implications.<br>• Availability of appropriate resources.<br>• Differentiation of PE activities.<br>• Separate PE changing facilities.<br>• Enlarged worksheets.<br>• Timetabling ground floor classrooms.<br>• Reset time provided in a quiet space.<br>• Strategies provided to staff. | • Keyboard skills – touch typing registration.<br>• Hand gym. | • 1:1 individual support in classes to prepare resources / access curriculum.<br>• Practical assistant.<br>• Individual arrangements for exams (practical assistant / separate room / rest breaks).<br>• Provision of specialist equipment.<br>• Additional planning / arrangements for transition.<br>• SES support (Visual, Hearing specialist service). |

## Appendix 4

## Interventions / support provision currently being implemented by the Learning Support Department at Hartismere

- Catch Up Reading - 1:1 sessions twice weekly.
- Sound Discovery spelling - phonic spelling groups.
- Lexia Reading Software – once / twice weekly.
- Wordshark spelling software registration group.
- Touch typing registration groups.
- Support groups - for vulnerable students during registration.
- Mentoring - for more vulnerable students who require individual support often students with ASC, emotional and behavioural, ADHD, EBSA type difficulties.
- Social skills groups.
- 1:1 Numeracy intervention - twice weekly.
- Homework club – twice weekly, after school (Monday) and lunchtime (Wednesday). Homework assistance in lunchtimes throughout the week.
- Literacy Skills lessons – for those pupils who need intensive literacy skills work and are withdrawn from Modern Foreign Languages in years 8 and 9.
- Maths / English / Science Teaching groups - smaller group sizes for weaker students.
- Hand gym.
- Dyslexia 1:1 support.
- Laptops / reader pens / Chromebooks for various students organised and charged.
- Supervised room at lunchtimes.
- Separate PE changing facility – for those pupils requiring more space due to disability, sensory difficulties or ASC.
- Exam access arrangements (internal and external).
- Shared LSA support in class.
- Coloured paper and worksheets provided.
- Vocabulary Enrichment groups.
- Drawing and Talking therapy programme – 1:1 weekly.
- Time Out options – for those pupils who are overwhelmed or agitated, particularly those with ASC, ADHD or anxiety. Pupils taken back to lessons when calm.
- Sensory tools for pupils with ASC or sensory difficulties.
- 1:1 English lessons for EAL students.

**Appendix 5**
Front page of IEP
Learning Support Department
Individual Education Plan
March 2026

<table>
<tr><td colspan="2">Pupil details:</td><td>SEND level</td></tr>
<tr><td>Name:<br><br>Year: 8<br><br>IEP number: 4<br><br>Attendance: 98%<br><br>Strengths / Interests:<br>Flying his drone, highland cows, farming<br>Aspires to be a farmer</td><td>Pupil photo here</td><td>SEND Support<br><br>Main need type<br><br>C&L - literacy difficulties, dyslexic traits, poor confidence<br><br>Further need type</td></tr>
<tr><td colspan="3">SS - standardised score: 100 = average, <85 = SEND input, 85-94 = low average where support will still be required in class.</td></tr>
</table>

| Reading | Numeracy | Spelling | Speech & Language |
|---|---|---|---|
| 7.06 yrs / SS 71 (02/25) | 10.06 yrs / SS 92 (09/24) | 5.07 yrs / SS -70 (06/26) | SS 84 (02/26) |

**5 suggested strategies to use in lessons**

- Provide clear, concise instructions
- Simplify your carrier language
- Read longer texts aloud
- Use word banks / word mats / number lines / subject word lists
- Provide check lists for sequential tasks

**Ideas to try at home**

- Encourage XX to read any writing around him — paper, road signs, food labels etc.
- Ask him three things he has learned each day to boost retention.
- Praise him for his achievements to boost his self-confidence.
- Remind him to see his mentor if he has worries or concerns.

| Interventions and support |
| --- |
| • Mentor — fortnightly + informally, as required<br>• LSA shared support in English and teaching group<br>• Small class for teaching group<br>• Disallowed from MFL to focus on literacy studies<br>• Wordshark computer programme — weekly<br>• Sound Discovery spelling — weekly<br>• Student Support group — weekly<br>• Reader, scribe and prompt for tests<br>• Monitoring need for extra time in tests<br>• Lexia reading programme — weekly<br>• 1:1 dyslexia intervention — weekly<br>• Homework club — weekly |

Back page of IEP
Learning Support Department
Individual Education Plan - XX
March 2026

**IEP Targets**

1. I can use capital letters correctly in my sentences.
2. I can correctly use speech marks in my writing.
3. I can correctly spell words containing the consonant digraphs -th, -ph, -wh.
4. I can describe a picture without using ‘very’ to front an adjective.

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| Evaluation of IEP Targets |
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| 1. XX can use capital letters correctly in his sentences for the majority of his work. Sometimes, he requires prompts to correct his work but he does this willingly and with understanding.<br>2. XX is able to correctly use speech marks in his writing. Well done, XX!<br>3. With support, XX is able to spell words containing the consonant digraphs -th, -ph and -wh. He can sometimes apply the rules correctly on his own, however this is inconsistent. He will continue to be supported with his spellings in the language studies lessons next year.<br>4. XX has participated in the vocabulary enrichment group in a very positive way. He grasps the topics quickly and is able to retain and use new vocabulary well. XX demonstrated an excellent ability to describe a picture without the word 'very' to front adjectives recently. Great work, XX! |

| Pupil views |
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| School is fine. I have reached 111 Hart Points. I think that maths and English lessons are going well. |