

# SEND handbook 2024-2025

*“We are a Catholic family of aspiration, dedicated to all our students excelling spiritually and academically in our school and beyond”.*

Glossary of SEND Acronyms and abbreviations.

<b>ADD</b>	attention deficit disorder	<b>MLD</b>	moderate learning difficulty
<b>ADHD</b>	attention deficit hyperactivity disorder	<b>ODD</b>	oppositional defiant disorder
<b>ASC</b>	autistic spectrum condition	<b>OT</b>	occupational therapist
<b>BESD</b>	behavioural, emotional and social difficulties	<b>PDA</b>	pathological demand avoidance
<b>CAMHS</b>	Child and Adolescent Mental Health Services	<b>PEP</b>	personal education plan (for looked after children)
<b>CIN</b>	Child in Need	<b>PLP</b>	Personal learning plan
<b>CoP</b>	Code of Practice	<b>PMLD</b>	profound and multiple learning difficulties
<b>CP</b>	child protection	<b>PP</b>	pupil premium
<b>CYP</b>	children and young people	<b>PSHE</b>	personal, social and health education
<b>EAL</b>	English as an additional language	<b>RAD</b>	reactive attachment disorder
<b>EHCP</b>	education health care plan	<b>SALT</b>	speech and language therapy
<b>EP</b>	educational psychologist	<b>SEND</b>	special educational needs and disabilities
<b>EYFS</b>	early years Foundation Stage	<b>SENDCo</b>	special educational needs coordinator
<b>EWO</b>	educational welfare officer	<b>SM</b>	selective mutism (formerly known as elective mutism)
<b>FAS</b>	foetal Alcohol syndrome	<b>SplD</b>	specific learning difficulty
<b>FASD</b>	Foetal alcohol spectrum disorders	<b>SPDs</b>	sensory processing disorders
<b>FSM</b>	free school meals	<b>TAC</b>	team around the child
<b>GLD</b>	global learning delay	<b>TAF</b>	team around the family (when CAF is about whole family)
<b>HI</b>	hearing impaired	<b>VI</b>	visually impaired
<b>HLTA</b>	higher level teaching assistant	<b>TSISS</b>	Trafford sensory impairment support service
<b>OPP</b>	one page profile		
<b>CLA</b>	Child looked after		

## **SEND Department**

Daniela O'Rourke	SENDCo
Margaret Robinson	Assistant SENDCo
Jill Eaton	Access Arrangements Coordinator, SpLD Assessor
Rebecca Walton	SEND Transition Lead, TA
Rik Evans	Maths specialist, HLTA
Imelda Ryan	Dyslexia specialist, Teacher of RE, TA

### **Teaching Assistants**

Dawn Lloyd  
Michele O'Connell  
Lorna Elder  
Abbie Logan (Ast Head of Year 10)  
Louisa Leicester  
Kiera McElroy  
Hannah Rutherford  
Emma Collier  
Jina Peiris  
Kirsty Harrington  
Claire Sharpe  
Olivia Elliott  
Ciara Moore  
Caitlin McColl  
Louis Pearson  
Ciara Ward  
Lisa Perkins

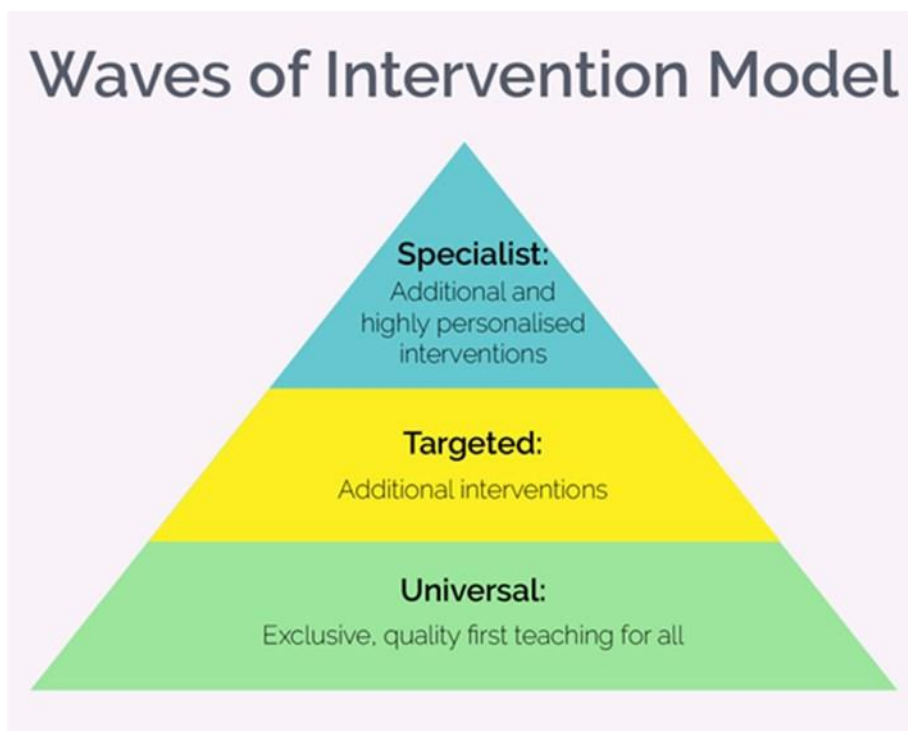
## SEND Overview

**All teachers** are responsible for the progress and development of every pupil in their class, including those who get extra support from teaching assistants or specialist staff.

The first step in supporting all pupils, including those with SEN, is **inclusive quality first teaching**.

Most pupils with SEN or disabilities will have their needs met through **SEN support**. Pupils with more complex needs may need additional provision, which is set out in an **education, health and care plan** (EHCP)

- Pupils identified as **SEN support** will be identified on Bromcom as a **K**.
- Pupils with an **EHC plan** are identified on Bromcom as **E**.

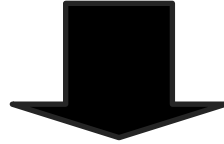


All pupils with SEN will be on the **SEN register** available through google sheets. They will also be identified on your **BROMCOM register**, a copy of their **one-page profile** can be found in **Y:\Staff\SEN Dept\One-page profiles**, advising you on how best to support the pupil and containing all key information.

## Identification of SEND

Is the pupil making less than expected progress given their age and individual circumstances?  
This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same base- line
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap



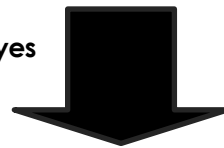
Support learners using a range of strategies as suggested in following advice sheet.  
Is the pupil still making less than expected progress?

no

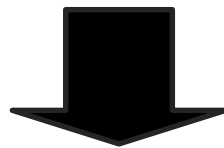


Continue to implement successful strategies and monitor progress.

yes



Complete a referral form via google forms highlighting concerns and strategies/ interventions that have taken place to support the learner.



The SEN department to collate further information and any relevant referrals made to outside agencies.



Pupil continues to be monitored.



Pupil added to the SEN register, one-page profile created, and support implemented

## Inclusive Quality First Teaching – Adaptive teaching

*“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.” SEN code of practice 2015*

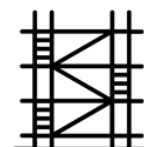
**Adaptive teaching is a teaching method that involves teachers responding to learning information and adjusting their teaching to meet the needs of their students. This can include:**

- *Questioning: Asking skilful questions*
- *Interventions: Providing purposeful interventions*
- *Discussions: Having quality discussions with students*
- *Reflection: Constantly reflecting on teaching practices*
- *Data gathering: Gathering data to inform adjustments*
- *Assessing: Constantly assessing students' strengths and weaknesses*
- *Listening: Listening to students about how they learn best*

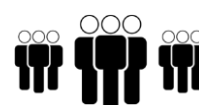
Lessons should be planned to ensure that there are no barriers to a child achieving. This will mean that in most cases, pupils with SEN and disabilities will be able to study the full curriculum.

The strategies below summarise the findings from the Educational Endowment Foundation study supporting SEN pupils in mainstream education.

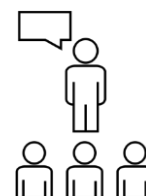
**Scaffolding** offers temporary supports, such as a **writing frame**, that is gradually removed as the pupil becomes increasingly independent. Scaffolding can also be used to reinforce consistent expectations for behaviour - for example, what equipment is needed for each lesson and classroom routines within the school day.



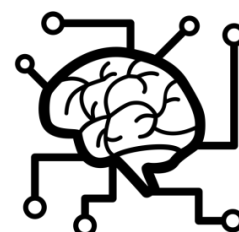
**Explicit instruction** refers to a range of “teacher-led” approaches, focused on teacher demonstration followed by guided practice and independent practice



**Cognitive strategies** are skills like memorisation techniques or subject specific strategies such as methods to solve problems in maths. **Metacognitive strategies** help pupils plan, monitor and evaluate their learning. **Chunking** the task at each stage will support pupils with SEN - this may be through **checklists, list of instructions** or providing **one question at a time**.



**Flexible grouping** describes an in-class approach that sees groups formed with an explicit purpose. They focus on a specific learning need and are purposely disbanded when the purpose is met.



# TRUCE

**T**ime - Allow an **increased length of time for pupils to respond to questions**. This may mean asking them to prepare an answer or make them aware that you are about to ask them a question.



**R**outines - Establish clear and consistent classroom **routines**. Explain carefully, and where possible in **advance**, prepare pupils where possible for changes in the school day



**U**nderstanding - Regularly **check that pupils have understood**. You could ask them to repeat or act out the information they have heard. This can be done discretely once a task has been started, allowing the opportunity for the pupil to ask any further questions.



**C**hunking - **Break instructions down** into short, manageable chunks. These could be left on the white- board or printed to further increase independent working skills and success



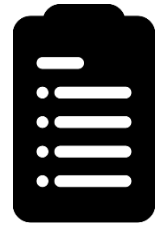
**E**xplain **ambiguous language and idioms**. Do not assume the pupil understands.



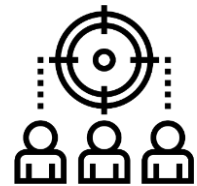


# REST

**Routines** - Pupils with ADHD feel safe and secure if they know what to expect. With regular routines and rituals, pupils become more familiar with what they need to do. The more you can keep to routines and rituals, the better. Any change simply creates distraction, uncertainty and confusion. Seating plans should be given to any cover teachers.



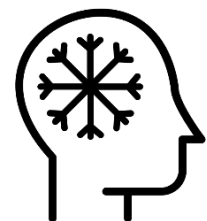
**Engage** - As pupils with ADHD can become bored easily, it is important to try and keep your educational content stimulating and varied. Also try to change your tone of voice and your pace of teaching presentations. Pupils with ADHD tend to respond better to concrete learning experiences. Pupils often have high levels of creativity and welcome the chance to learn independently. Encourage them to tell you if they do not understand what they are meant to be doing. The key is to reinforce the instructions as many times as possible and to always remain positive.



**Sensory** - It takes time for pupils with ADHD to settle in different places. It can be difficult for them to wind down, especially after break time. Going from the relative calm of the classroom to a busy breaktime and back again can be quite difficult for all pupils to manage but especially those with ADHD. They may need a few minutes to settle down before focusing on specific tasks. Changes to daily routines are also unsettling. If there is going to be a change, explain what is going to happen in advance. It is hard for pupils with ADHD to 'stop fidgeting' but it is helpful to be proactive rather than reactive to this. It is a good idea to give them something to fidget with, such as squeezable balls, tangle toys or sensory toys and these are available in the SEND area, the DEN.



**Tone** - The way a teacher reacts to any student can strongly affect the way other classmates behave towards them. It is best to try to show patience and tolerance. Through modelling the whole class will hopefully take a similar approach.





# CLEAR

**C**ontent Give the pupil a sheet containing clear information that you will be covering throughout the lesson. The student can then take notes just like others without the stress of trying to copy everything before it's removed from the board. This helps the pupil focus and commit key information to memory. Pause any videos highlight key points so pupils have time to make notes.



**L**eave instructions visible. Pupils may struggle with their working memory and remembering a sequence of instructions can be challenging. Provide printed out lists of what to do in order **and ensure instructions remain visible on the board.**



**E**xplicit - To get information and ideas on paper, pupils may find mind maps and spider diagrams helpful. Writing frames can help with organisation. Encourage the pupil to use highlighter pens for key concepts.



**A**im 5 – only mark CHAPS 5 times - Pupils with Dyslexia may be less skilled than their peers at spelling and grammar. However, if their thought process and creativity shine through the errors and it is clear they've tried; this should be praised. Highlight any major spelling errors and pick a key word for them to learn the spelling of. Mark based on effort and ideas.

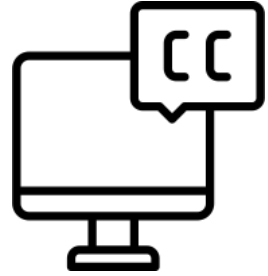


**R**eading out loud - Some pupils will be fine with this, but you may need to prepare a pupil or wait until they are in a smaller group before asking them to read out loud. For others it will be a real cause of anxiety, please do speak to the SEND team if in doubt.

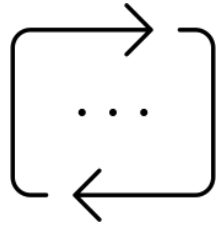


## Supporting learners with hearing impairments

Be aware of any audio used on videos and through recordings. If **subtitles** are available, always put them on.



**Repeat other pupils' responses** during discussions/ questions and answer so that all pupils can clearly hear what has been said and are involved in the lesson.



Always **remain visible to the pupils when talking**. They may rely on lip patterns to follow what is being said.



**Leave instructions visible**. Pupils may struggle to hear all instructions.

Provide printed lists of what to do, or ensure instructions remain visible on the board.



Take time **once work has started to check for understanding**. Pupils may have missed vital pieces of information and may be too self-conscious to ask.



## Supporting learners with visual impairments

- Carefully arrange classroom furniture. Ensure there is a clear pathway through. Keep furniture arrangements as consistent as possible.
- If tables, chairs and other furniture need to be moved, make sure the child is informed and check they can move around safely.
- Encourage learners to put their chairs fully under the tables or study areas, as chair legs that stick out can be a tripping hazard.
- Work closely with a specialist teacher for the visually impaired (Sarah Elms and her team from TSISS) and aim to incorporate their advice into daily classroom life.
- Through liaison with a specialist VI teacher, consider whether learners could use Braille or Moon to develop their communication skills. Begin by encouraging learners to recognise a few letters of their name in Braille or Moon.
- When speaking in the classroom, instructions and explanations should be clear avoiding references to what objects or things look like (unless this is part of the lesson objective or key learning).
- Use the learner's name to get their attention. Classrooms are busy, often noisy environments and it can therefore be difficult for a visually impaired child to locate what information is relevant to them or filter out background noise. Regular checks on a learner's progress are essential.
- Spend time pre-teaching new vocabulary with learners. Try to use sensory, tactile or auditory means to teach new words. Learning new vocabulary should be structured, teaching a few words at a time with regular repetition and practise.
- Allow lots of time for developing concepts through touch – it takes a while to feel all the way around something, or to peer closely at it with a lens. Provide as many sensory and tactile experiences as possible through 'hands on' learning approaches.
- Provide large print versions of text and worksheets. Email any resources/test papers two weeks in advance to [sensory@bthcc.org](mailto:sensory@bthcc.org) and they will be prepared for you.
- Provide access arrangements for exams and assignments. Allow extra time for exam preparation and consider alternative means of assessing individuals.
- Use real objects and tactile diagrams where possible.

## **Teacher's Guide to the provision of other adults in the classroom**

If you find that you have another adult in your lessons, you may wish to know more about what this entails. When there is another adult in the classroom there can be confusion about why they are there and what to expect from them. This guide aims to address most questions you may have, in addition to outlining what to expect from a teaching assistant.

### **What does "Other Adult" mean?**

It means any other adult present in the classroom besides the teacher. This could be a Specialist Teacher (e.g. from the Trafford Sensory Impairment Support Service) or a teaching assistant (TA). Broadly speaking, they will be there to provide support for pupils who have specific difficulties accessing education, either because they have Special Educational Needs or Disabilities (SEND), Specific Learning Difficulties (SpLD) or Social, Emotional and Mental Health Difficulties (SEMH).

### **Why do I have a TA in my lesson?**

TAs at BTH are assigned to individual pupils, groups of pupils, or year groups rather than to a department or subject area. If you have a TA in your classroom then you may have one or more pupils in that class...

- with an Education and Health Care Plan (EHCP)
- who are classed as SEND Support (previously known as School Action or School Action Plus)
- who have been identified as needing additional support with learning
- who have been identified as needing additional support with behaviour

### **I have a pupil described above, but no teaching assistant support. Why not?**

Not every pupil described above requires support in every lesson. Some EHCP pupils are entitled to full-time support, but some have part-time support with various hours of entitlement across the week. SEND Support pupils have no entitlement *per se*, but as a department we do aim to provide as much support as we can to those who need it.

### **Can I request to have teaching assistant support in my lessons?**

If you have a pupil or class that you suspect may need TA support, you can email the SENDCo (Daniela O'Rourke) and Assistant SENDCo (Margaret Robinson) with the details. An assessment of the need will be undertaken, and TA availability will be checked to see if any provision can be put in place.

### **Do I need to do anything different when I have a teaching assistant?**

In an ideal world, there would be time to discuss and collaborate on lesson planning with a TA that is with your class. Realistically, there is no time allocated for either party to do so. Some TAs are very experienced and will be familiar with the curriculum and the school's policies and procedures, and therefore will require very little direction from yourself. Other TAs may be less experienced and may require you to direct them with who to work with and what you would like them to focus on.

### **The Roles and Responsibilities of the Teaching Assistant**

The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement.

**Teaching assistants are required to:**

- Be present and punctual at the start of every lesson to meet and greet students and assist the teacher in setting a calm and positive learning environment
- Be aware of the needs and current performance of the SEND students within the class, communicate specific needs to the teacher, and share current best practice for supporting them
- Support the teacher with communicating lesson aims and objectives so that students have a clear understanding of learning outcomes
- Model high standards, professional conduct and high expectations for all students, and be fully attentive to the activity/action/events of the lesson
- Support the delivery of newly taught knowledge and provide opportunity for students to demonstrate their understanding through deliberate practice
- Support the teacher in facilitating the appropriate perfect climate for learning (1,2,3) to maximise opportunities to learn
- Foster all SEND students' independence and autonomy in learning, encouraging integration and nurturing good relationships with peers
- Employ adaptive techniques to ensure all students can access the curriculum, can succeed and are challenged
- Converse with students using subject specific vocabulary and academic language, defining new or key vocabulary as when required
- Encourage students to read in the lesson and create opportunities, where appropriate, for students to read when working with individuals or small groups
- Support the teacher in consolidating and celebrating learning
- Remain in the classroom during student dismissal to help ensure students are dismissed row by row in perfect climate 1

**On discussion and agreement, teaching assistants can:**

- assist you with dealing with behavioural and disciplinary issues.
- differentiate tasks so that pupils can access the curriculum.
- take individuals or groups for different learning activities (if TA3 or TA4)
- relocate supported pupils from the classroom, to work with in a designated area (but only as a last resort and for the benefit of the pupil - the best place for every pupil is in the classroom)
- be utilised in class demonstrations, discussions, tasks and modelling.
- assist you with seating plans, using personal experience and insight of class dynamics.

*If you have any further questions, just ask a member of the support team, or the SENDCo.*

## Lesson Checklist - The leadership of the school require teaching assistants in all lessons to

What?	Why?
<b>Be present and punctual at the start of every lesson to meet and greet students and assist the teacher in setting a calm and positive learning environment</b>	<b>#5 Climate for learning ensures a positive learning environment where students thrive</b> Students enter the classroom in a calm manner, ready to focus and learn Students are recognised for meeting our expectations and is modelled for others This highlights the importance of expectations and reinforces the teacher's directions and instructions
<b>Be aware of the needs and current performance of the SEND students within the class, communicate specific needs to the teacher, and share current best practice for supporting them</b>	<b>#4 Checking for understanding assess the learning of all students</b> Students' specific needs are identified and communicated so that those needs can be met Barriers to learning due to specific needs can be overcome so that students can access the curriculum
<b>Support the teacher with communicating lesson aims and objectives so that students have a clear understanding of learning outcomes</b>	<b>#1 Sequencing of the curriculum supports long term acquisition of knowledge</b> Students are clear on what they are learning and what success looks like Students understand their curriculum journey and where their learning can take them
<b>Model high standards, professional conduct and high expectations for all students, and be fully attentive to the activity/action/events of the lesson</b>	<b>#5 Climate for learning ensures a positive learning environment where students thrive</b> Students are clear on what high standards and good conduct look like in the classroom Students understand the importance of behaviour for learning Students are recognised for meeting our expectations
<b>Support the delivery of newly taught knowledge and provide opportunity for students to demonstrate their understanding through deliberate practice</b>	<b>#4 Checking for understanding assess the learning of all students</b> Students are supported to master declarative and procedural knowledge Students are supported to articulate the progress they are making Students are supported to apply their learning in other contexts (schema) Students are supported in thinking hard
<b>Support the teacher in facilitating the appropriate perfect climate for learning (1,2,3) to maximise opportunities to learn</b>	<b>#5 Climate for learning ensures a positive learning environment where students thrive</b> Students thrive in a purposeful working environment Students are encouraged to share their ideas and to listen to their peers Students are accountable for their contributions and learning
<b>Foster all SEND students' independence and autonomy in learning, encouraging integration and nurturing good relationships with peers</b>	<b>#5 Climate for learning ensures a positive learning environment where students thrive</b> SEND students are accountable for their contributions and learning SEND students can develop resilience and independence and work to lessen their dependence upon TA support
<b>To employ adaptive techniques to ensure all students can access the curriculum, can succeed and are challenged</b>	<b>#2 Adaptive and responsive teaching ensures achievement is for all</b> Cultivates an inclusive classroom where all students achieve well Attainment gaps are closed Enables SEND students to develop successful strategies to overcome their personal barriers to learning
<b>Converse with students using subject specific vocabulary and academic language, defining new or key vocabulary as when required</b>	<b>#3 The gateway to learning is underpinned through reading, disciplinary literacy and explicit vocabulary instruction</b> If students possess a broad vocabulary any new or unfamiliar idea or term you come across is more likely to be linked to what you know and therefore better understood. It improves language comprehension and language development impacting academic success
<b>Encourage students to read in the lesson and create opportunities, where appropriate, for students to read when working with individuals or small groups</b>	<b>#3 The gateway to learning is underpinned through reading, disciplinary literacy and explicit vocabulary instruction</b> Skills of communication are enhanced Students can access reading material for examinations and beyond education Students improve better academically Concentration is improved
<b>Support the teacher in consolidating and celebrating learning</b>	<b>#4 Checking for understanding assess the learning of all students</b> Students are celebrated for their hard work and efforts Student's knowledge and skills (outcomes and end points) have been consolidated to determine understanding and learning of content
<b>Remain in the classroom during student dismissal to help ensure students are dismissed row by row in perfect climate 1</b>	<b>#5 Climate for learning ensures a positive learning environment where students thrive</b> Students leave in a calm, orderly fashion Corridor climate is upheld for a safe transition to lessons Uniform is checked to ensure high standards and that students take pride in their uniform