

St. Winefride's Catholic Primary School



Special Educational Needs and Disabilities Policy

Mission Statement



Welcome to St Winefride's where we come together to LEARN, LAUGH, LISTEN, LIVE and LOVE in the presence of Jesus.

At our school, we believe that everyone is valued as a unique gift from God.

We work together to create an engaging learning environment, where all children are challenged to achieve their full potential.

Rationale

St. Winefride's Catholic Primary offers quality first teaching for all pupils, ensuring access to an inclusive learning environment and a differentiated curriculum. We promise to provide a broad, balanced, creative and challenging learning journey for all our pupils, offering them the opportunities and experiences to achieve success and to develop attitudes of mutual respect and responsibility. We aim to work closely with parents, carers and outside agencies to offer the most suitable provision.

At St. Winefride's, we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and can contribute to all aspects of the school.

This document is a statement of the aims, principles and strategies for provision for pupils with Special Educational Needs and/or Disability. It is also in accordance with

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

This policy should be read in conjunction with the school's SEN Statement, which is published on the school website <http://www.stwinefrides.cheshire.sch.uk/>

Objectives

- To ensure that the Code of Practice is implemented effectively throughout the school.
- To ensure that all pupils have equality of access to a broad and balanced curriculum, differentiated appropriate to their needs and ability.
- To continually monitor the progress of all pupils, to ensure early identification of SEND in order to implement early intervention strategies.
- To provide specific input, matched to individual needs in addition to differentiated classroom provision, for those pupils on the SEND register, providing equal opportunities for all children with SEND and to include the child within the class, wherever and whenever practicable,

- To work in partnership with the child, parent/carers, all staff, governors and outside agencies, ensuring that, when appropriate/realistic, the views and wishes of the pupil are considered
- To ensure that SEND and inclusive provision is positively valued and accessed by staff, parents and carers.

“The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles.” (Warnock Report, 1.4)

‘Teachers should set high expectations for every pupil.....They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.....With the right teaching, that recognises their individual needs, many disabled pupils have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject.’ (The National Curriculum’s statement on Inclusion 2014)

Identifying Pupils with SEND

St. Winefride’s is committed to the early identification of pupils that may have SEND. A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Roles and Responsibilities

The SENDCO - The SENDCO is Miss E Holland.

The SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor – Anne Marie Parker

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The headteacher – Jennifer Davies

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class teachers - Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

SEND supported at St. Winefride's

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEN and assessing their needs

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SEND Coordinator (SENDCO), will ensure that those pupils requiring different or additional support are identified at an early stage. The school uses many different tools to identify SEND including; tracking of pupil's progress by class teachers, relevant tests such as end of key stage tests and reading and spelling age tests.

This may be identified through progress that:

- Is significantly slower than that of their peers starting from the same baseline
- 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
- Special educational provision means educational provision, which is additional to, or different from, the educational provision made generally for children of the same age in maintained mainstream schools

Or:

- Any of the support services/external agencies mentioned later are involved with the child
- Records, transferred from another school, indicate a child has special educational needs
- Standardised screening or assessment tools review a child has special educational needs

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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

Children must not be regarded as having learning difficulties solely because their language, or their home language, is different from that in which they are taught.

Early Intervention - The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Consulting and involving pupils and parents

St. Winefride's believes in developing strong partnerships with parents and recognises that by working together home and school can help children with SEND achieve their potential. The school considers parents of children with SEND valued partners in this process and will keep them fully informed and seek their views at every stage. We will signpost additional support for families outside of school where possible.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Children's views are always sought, and they are a part of the target setting process. Where possible, children receiving additional funding are included in the annual review process to the best of their ability.

Assessing and reviewing pupils' progress towards outcomes

The SEND code of Practice advocates a graduated response to meeting pupils' needs using an 'assess, plan, do and review' cycle.

- 1) **Quality first teaching** is the provision that all children have in class. Through rigorous monitoring and assessment, training and resources, St. Winefride's ensures that all children receive quality first teaching.
- 2) Where progress is not adequate, and the child is working below age-related expectations, it will be necessary to take some additional/different action to enable the pupil to learn more effectively.

Teachers will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

- 3) **Identification on the Provision Map** - The triggers for this level of intervention could be the teacher/others' concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- Makes little or no progress, even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing English or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques employed in the school

- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

At this point, parents/carers will work with the school to set appropriate **termly learning goals** and the children will be added to the SEND register at school.

In addition to the above support, this may include:

- In class support for groups of pupils by a Teaching Assistant or another adult
- Periods of withdrawal to work with a Teaching Assistant using a published support Programme
- Advice will be sought from appropriate outside agencies and any advice put into action

Monitoring of Pupil progress

Monitoring of SEND pupils takes place through:

- Collecting results following assessments and analysing tracking data
- Monitoring the Provision Maps to ensure that pupils are receiving the correct intervention.
- Monitoring other subject plans to ensure that good practice and differentiation for SEND pupils is included
- Discussion with support staff, class teachers, parents and outside agencies to track progress and evaluate what the next step should be
- Checking use, availability and effectiveness of resources, updating when necessary
- Observing lessons
- Collecting work samples and carrying out scrutiny of pupils' books/work

Adequate Progress - Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in several ways, for example:

- The attainment gap between the child and their peers is narrowed
- The attainment gap is prevented from growing wider
- The pupil's progress matches or betters their previous rate of progress
- The pupil is enjoying access to the full curriculum
- The pupil is demonstrating an improvement in self-help, social or personal skill or behaviour

Education Health Care Plan - Statutory Assessment

The triggers for starting a SEND support arrangements document towards gaining an EHCP are that, despite receiving additional support identified on a Provision Map, the pupil:

- Continues to make little or no progress in specific areas over a long period and appears to have a barrier that is hindering their learning
- Continues working at substantially below the end of year expectations of pupils of a similar age
- Continues to have difficulty in developing English and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to the child's learning.

An EHCP is a legal document and the school must ensure that the requirements set out in them are met. Statements/EHCs are reviewed annually, with the year 5 review indicating provision required at secondary school.

Liaison with Other Schools

To ensure that enough provision is given to pupils with SEND entering and leaving the school, the SENDCo ensures that:

- Contact is made with Nurseries and playgroups prior to admission of pupils with SEND.

- Contact is made with the previous school of the pupil to gain information prior to entry.
- Contact is made with schools receiving pupils with SEND to ensure that the transition process is smooth, and that the relevant information is passed on.
- On transfer to secondary school the Inclusion Team and the class teacher will meet with the receiving school to discuss pupils with SEND. Interventions such as such as preparing children for transition could be put in place.
- The school maintains close links with other schools through the SENDCo Network Meetings.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

St. Winefride's aims to provide access to a balanced curriculum for all pupils through:

- Differentiated work within the classroom
- In class support by the class teacher and/ or Teaching Assistants
- Withdrawing pupils for intervention group work
- Application of various targeted interventions. Examples include ELS, Nessy, MathsWhizz.
- Support and advice from outside agencies including; Educational psychologist, Learning and Language Support, Speech and Language therapists, behaviour support teacher, School Nurse, Physical and Sensory service and outreach teachers

Termly Learning Goals (TLG) focus on up to three or four key individual targets and will include information about:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when TLG is reviewed)

Other Records/Assessment include:

- Teachers may keep anecdotal records, which are part of their continuous assessment.
- Individual records of support work kept by the support teacher
- Records of children who are working on specific programmes
- Results from end of term assessments. such as NFER Reading and Maths and SWIST (Spellings) tests
- Formal assessments tests such as SATs

SEN Assessments

The following tests, if appropriate, will be used and recorded in the SEND files. These help with the setting up of TLGs and aid outside agencies as well as school in the monitoring of progress. In addition to tests/assessments that are done for all our children, such as SATs, NFER, class teacher assessments, other assessments include:

- SWIST (Spelling – KS2)
- Edinburgh Reading Test (Hodder)
- 100 key words – reading/spelling
- High Frequency Words
- NARA (Neale Analysis Reading Assessment)
- YARC (York Assessment of Reading for Comprehension)
- BPVS - British Picture Vocabulary Scale
- NVR (year 3) and VR (year 5)
- Lucid (Dyslexia Screening)
- FFT Wave 3 Intervention Assessment

Adaptations to the curriculum and learning environment

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils, within budget constraints. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

- We have several teaching assistants who are trained to deliver interventions such as ELS, First4Maths, ELSA (Emotional Literacy Support Assistant) support.
- Teaching assistants will support pupils on a 1:1 basis when a child has an Educational Health Care Plan, needs a specific targeted programme such as MathsWhizz or needs emotional or nurture support as provided by the ELSA.
- Teaching assistants will support pupils in small groups when they need additional help.

Expertise and training of staff

Training and Resources Funds from the National SEN Budget and Pupil Premium are used to support SEN by:

- Purchasing resources
- Training teaching staff
- Paying salaries of support staff
- Employing external agencies, when possible

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. Our school operates the following training programmes:

- Individual training in response to need.
- Whole staff training and INSET.
- Local schools networking and training.
- Accessing training through different agencies. •
- Half termly SENDCo meetings (currently organised by local authority)
- The SENDCo attends relevant SEN courses, SEN meetings and facilitates and signposts relevant SEN focused external training opportunities for all staff.
- New SENDCo will have undertaken the NASENCO Award.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified using provision management. Teachers are expected to keep abreast their knowledge and understanding of dyslexia, communication and language difficulties, autism and social, emotional and behavioural difficulties.

It is the policy of the School to make arrangements for INSET for individual members of staff (including support staff) or for the staff as a whole. This may be run by the experienced staff or an outside agency. The Inclusion Team and other staff will be sent on SEND courses where appropriate/necessary.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their termly learning goals each term
- Reviewing the impact of interventions
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with Education Health Care Plans (EHC) plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

At St. Winefride's, no pupil is ever excluded from taking part in these activities because of their SEN or disability.

- All our extra-curricular activities and school visits are available to all our pupils
- All pupils are encouraged to go on our residential trip(s) to Conway (year 6) and Beeston (year 4)
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

KS2 SATs – Children with SEND may be given 'readers' for their Maths assessments and, where necessary, extra time will be applied for in Reading and Maths. All will be done to assist children in respect of need and in line with NAA "Assessment and Reporting Arrangements", this could include 'breaks' for children with behavioural difficulties or 'scribes' for children who have fine-motor skills difficulties or use of a laptop when writing.

School Admission Policy - The procedures upon admission of any child includes the collection of all the relevant information about a child from their previous school which the head teacher passes on, if necessary, to the SENDCO in order to allocate resources or contact relevant support services.

School Accessibility Plan - new duties have been placed on schools since September 2002 in relation to pupils with disability. In order to cover new legislation St Winefride's continues to:

- Not discriminate against disabled pupils.
- Take responsibility for taking reasonable steps to include pupils with a disability.
- Make increased accessibility for disabled pupils in line with the local authority's strategic planning.

Staff are aware of the distinction between the definition of a pupil with SEN and a disability. The definition of a disabled pupil under the Disability Discrimination Act is 'a pupil who has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities'. For further details, see Accessibility Plan, available on the school website

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be play a full part in the life of the school, such as being on the School Council, acting as a 'buddy' in year 6, taking part in all educational visits.
- Pupils take part in social skills and nurture sessions, such as Time to Talk, gardening etc.
- We have a zero-tolerance approach to bullying.

Supporting Pupils at School with Medical Conditions

At St. Winefride's, we are aware that children can have medical needs. In line with guidance from the LA, the school aims to meet these needs through detailed medical plans.

Whilst St. Winefride's is not adapted to meet severe medical needs, every effort is made to overcome constraints imposed by the type of building. When we are made aware of a medical need, this is passed on to the Class teacher and SENDCo by the Head teacher upon admission. A medical plan is then drawn up with the help and guidance of the school nurse where appropriate.

We recognise that children with medical conditions should be properly supported so that they have full access to education. Reasonable adjustments are made so that they have access to the curriculum (including physical education) and extracurricular activities, such as school/class trips, performances and after-school clubs

Working with other agencies

We will also work with outside agencies to provide support for pupils.

We work with the following agencies to provide support for pupils with SEN:

- Educational psychologist
- LA SENDICT
- Medical Advice such as nursing service or consultant Paediatrician
- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Service (CAMHS)
- The Autism Team
- Education Welfare Service (EWS)
- Visual Impairment Service
- Bereavement counselling agencies
- Down Syndrome Cheshire

Parental consent will always be sought when the school seeks external support. External support services will require access to children's records in order to understand the strategies employed by the school. The specialist may work directly with the pupil and may provide or ask for further assessments. Advice from external support will be incorporated in the child's targets. Strategies advised may be implemented by the class teacher, teaching assistant or involve other adults. Where appropriate, the school may request direct support/intervention from a specialist/teacher.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher and then to the school SENCO. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for raising concerns

Special Education Needs/Disabilities Coordinator (SENCo) at St. Winefride's is Miss Holland and she can be contacted at the school – 0151 832 5012.

Email: e.holland@stwinefrides.cheshire.sch.uk

The local authority local offer

Our local authority's local offer is published here:

<https://www.livewell.cheshirewestandchester.gov.uk/>

Monitoring arrangements

This policy and information report will be reviewed by the headteacher and Policies Committee every year. It will also be updated if any changes to the information are made during the year.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Complaints Policy
- Anti-bullying Policy
- Single Equality Policy

- Safeguarding Policy
- Admission Policy

Inclusion and Curriculum Entitlement

Appendix 1

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. This statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning.

Schools must:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

A. Setting suitable learning challenges

1. Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The national curriculum programmes of study set out what most pupils should be taught at each key stage –but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling (for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions).
2. For pupils whose attainments fall significantly below the expected end of year progress at a key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.
3. For pupils whose attainments significantly exceed the end of year expectation of attainment within one or more subjects during a key stage, teachers will need to plan suitably challenging work. As well as drawing on work from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

B. Responding to pupils' diverse learning needs

1. When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils from all social and cultural backgrounds, pupils from different ethnic groups including travellers, refugees, asylum seekers and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively.
2. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.
3. Teachers should take specific action to respond to pupils' diverse needs by:
 - creating effective and differentiated learning environments
 - securing their motivation and concentration
 - providing equality of opportunity through teaching approaches
 - using appropriate assessment approaches
 - setting targets for learning.

C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

A minority of pupils will have learning and assessment requirements which go beyond the provisions described above and, if not addressed, could create barriers to learning. These requirements are likely to arise because of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language.

1. Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

Pupils with special educational needs

2. Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEND Code of Practice or, in exceptional circumstances, with a statement of special educational need. Teachers should, where appropriate, work closely with Representatives of other agencies who may be supporting the pupil.
3. Teachers should take specific action to provide access to learning for pupils with special educational needs by:
 - providing for pupils who need help with communication, language and English
 - planning, where necessary, to develop pupils' understanding using all available Senses and experiences
 - planning for pupil's full participation in learning and in physical and practical activities
 - helping pupils to manage their behaviour, to take part in learning effectively and safely
 - helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Pupils with disabilities

4. Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must act, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the national curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to formal provisions for misapplication.
5. Teachers should take specific action to enable effective participation of pupils with disabilities by:
 - planning appropriate amounts of time to allow for the satisfactory completion of tasks
 - planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
 - identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals

Pupils who are learning English as an additional language

6. Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in the country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.
7. The ability of pupils for whom English is an additional language to take part in the national curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.
8. Teachers should take specific action to help pupils who are learning English as an additional language by:
 - developing their spoken and written English
 - ensuring access to the curriculum and to assessment