



## SEN/D Policy

**Policy author:** Sophie Mustchin, SENCo

**Date written:** October 2020

**Reviewed by:** Sophie Mustchin, November 2022

**Review:** This policy will be evaluated annually by the Management Board to ensure it is still fit for purpose. Circumstances may require more frequent modifications.

## Hospital & Home Tuition Service, Wandsworth

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At the HHTS, the majority of our pupils are dual-registered, and are often initially referred to the service through their home school's SENCo. We continue to liaise with their SENCos as appropriate for the duration of their placement here.

At the HHTS, our **Special Education Needs Co-ordinator** (SENCo) is Sophie Mustchin. Sophie can be contacted on 0203 513 5403 [Sophie@hhts.wandsworth.sch.uk](mailto:Sophie@hhts.wandsworth.sch.uk)

Megan Jones-Berney is our **Mental Health Lead Practitioner** and can be contacted as below: 0203 513 5403 [Megan@hhts.wandsworth.sch.uk](mailto:Megan@hhts.wandsworth.sch.uk)

In addition, each child is assigned a Lead Teacher who will closely monitor their progress and needs and will be in regular contact with families and carers.

All work relating to SEND is overseen by the Headteacher, Tara Bell, and the Management

### ***Governing Principles***

The Hospital & Home Tuition Service is committed to:

- providing a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society;
- providing equal access to a broad and balanced curriculum
- providing continuity of education for young people not able to attend their usual educational setting

Which:

- (a) meets statutory requirements;
- (b) reflects the cultural diversity of society;
- (c) meets the needs of all pupils;
- (d) develops skills for independence and a pathway for an active role in society

### ***Aims of the SEND policy***

- that practice reflects our school mission statement;
- that pupils receive the provision set out in their Statement of Educational Need or Education Health and Care Plan
- to identify the changing needs of pupils;
- respond to these changing needs so that pupils can further develop their potential as individuals.

### ***Objectives***

These aims will be achieved by:

- providing all staff with up to date and relevant information on the needs of pupils;
- providing staff with regular opportunities to discuss pupils needs;
- providing staff with regular professional development opportunities to expand their SEN Pedagogy;
- providing a structure within which information on pupils can be collected, provided and processed systematically;
- acting promptly on decisions made.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

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

### ***Inclusion***

At the Hospital & Home Tuition Service, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the service's organisational and curriculum structure, and its assessment and rewards systems. Students with SEND are integrated and included fully into the life of the service as a whole, including its social and cultural activities.

The service believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- all stakeholders should work in collaboration to ensure the best possible outcomes for a young person.

### ***Definition of Special Educational Needs and Disability (SEN/D):***

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.

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the **Assess – Plan – Do – Review** model, in addition to provisions made for their specific need and or talent.

## ***Roles & Responsibilities***

The roles and responsibilities of service staff with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines.

### **Management Committee:**

- In partnership with the Headteacher, the Management Committee have responsibility for deciding the service's general policy and approach to meet the needs of students with SEN/D.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and School Improvement Plan.
- Monitoring the policy through the service's self-review procedures.
- All committee members are informed of the service's provision, including funding, equipment and staffing.

### **The Headteacher:**

- Setting objectives and priorities in the school development plan, which includes SEN/D.
- Line-managing day-to-day provision for students with SEN/D
- Work with the SEN lead and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Informing the Management Committee.

### **SEN Coordinator/s**

- Disseminating information and raising awareness of SEN/D issues throughout the service
- Overseeing the provision offered
- Supporting the teaching and learning of students with SEN/D.
- Overseeing the preparation of and reviewing and monitoring Pupil Learning Plans for those with SEN/D and others, as required.
- Monitoring the delivery of the SEN/D Policy.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies,
- Contributing to in-service training and external training (as appropriate).

### **Teachers & Support Staff:**

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEN/D
- Raising awareness of service responsibilities towards SEN/D
- Supporting the view that "All teachers are teachers of special needs"
- Devising strategies and identifying appropriate differentiated methods of access to the curriculum

- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Pupil Learning Plans inform lessons.
- Monitoring progress of all students against agreed targets and objectives.
- Be fully aware of the school's procedures for SEN/D.
- Raising individual concerns to SEN Lead, school SENCO & service SEND Team
- Fully embed service guidelines in relation to the deployment of supporting staff

### ***Provision***

Teaching students with SEND is a whole service response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at the Hospital & Home Tuition Service learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEN/D. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SEN Leads, but will be planned and delivered by teaching and support staff.

Provision for students with SEN/D is regularly reviewed and revised. It is the responsibility of individual teachers; curriculum leads and the SLT to ensure the National Curriculum is met for those students with SEN/D in partnership with the SEND Team.

The WHHTS applies the following Graduated Response to provide curriculum support:

### **Curriculum Support is achieved by:**

1. Identifying and assessing individual student's needs according to the Assess – Plan – Do – Review model. HHTS has a specific strategy written in line with the Graduated Response to support. All students at HHTS are considered to have additional educational needs owing to their physical or mental health difficulties. As such, the stages of support are:

- Stage 1 – Universal Provision (wave 1)
- Stage 2 – Early Intervention Support (wave 2)
- Stage 3 – Targeted Additional Support (wave 3)
- Stage 4 – Target Intensive Additional Support (wave 3)

2. Reporting of students' needs to all members of service. 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. Providing an appropriate curriculum, taking into account;

- National Curriculum and examination syllabuses
- Continuity and progression

4. Delivering an appropriate curriculum, taking into account;

- Suitable teaching materials
- Effective, differentiated teaching strategies
- A supportive learning environment
- Encouraging a positive self-image.

5. Providing learning support through;

- Curriculum development
- Support teaching
- Bespoke training
- INSET

6. Using outside agencies where necessary and appropriate.

7. Monitoring individual progress and making revisions where necessary.

8. Where possible, ensuring families understand the process and involving them in the support of their child's learning.

9. Encouraging students with SEN/D to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.

10. Implementing the service guidelines in relation to the effective deployment of supporting staff

### ***Monitoring progress and provision***

#### **Statutory Assessment/Statements/EHC Plan**

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the home school or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC Plan. The SEN Co-ordinator is responsible for allocating students with statements a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Stage 2 (wave 2) and all staff are fully involved.

#### **SEND profiles**

The strategies that will be employed at stage 2, 3 and 4 are recorded on the SEND profiles, reflecting provision that is additional to, or different from, normal differentiated provision.

The two SEN Leads meet regularly to review LSPs and then information is disseminated to all staff who support the student's learning.

#### **Continuous monitoring of individual progress**

Monitoring of individual progress is completed rigorously by staff reviews, screening tests and through procedures described in the service Assessment Policy.



## **Provision of Curriculum Support**

The SEND Team can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff
- Selection / design and preparation of suitable materials
- Selection / design of teaching strategies

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SEND Team can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

## **SEN information report**

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
- Moderate/severe/profound and multiple learning difficulties

For further information, please refer to our full **[SEN Information report](#)** .

## ***Monitoring and Evaluation of this Policy***

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students, parents or carers and the wider MDT teams.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- The SEN Co-ordinator/s reviewing procedures in consultation with stakeholders

## ***Evaluating the effectiveness of SEN provision***

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

- Reviewing pupils' individual progress towards their goals during Pupil Focus meetings and in preparation for CPAs
- Reviewing the impact of interventions after an agreed number of weeks (see LSPs)
- Using pupil questionnaires and surveys
- Holding or contributing to EHCP meetings/annual reviews for pupils with statements of SEN or EHC plans

## ***Partnership Working***

### **Parents**

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 take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

The HHTS actively seeks to work with parents / carers and values the contributions they make.

- Family views are recorded as part of education review procedures
- Families are encouraged to attend meetings where their child's progress is discussed
- Effective communication is achieved through regular contact via Education Reports and contact with designated lead teachers.

### **Students**

The WHHTS acknowledges the student's role as a partner in his / her own education.

- Students are actively encouraged to be involved in decision making by participating in all reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the teaching and learning process and their views are valued and listened to.

## **External Partners**

The service works in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by the HHTS include (this is not an exhaustive list):

- The Educational Psychologist
- The Child and Mental Health Service (CAMHS)
- (Connexions) Service for Young People
- The Educational Welfare Officer
- Ethnic Minority Service
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- The Parent Partnership
- The Secondary Behaviour Support Service (BRS – through liaison with Francis Barber PRU)

## **Between Schools**

HHTS liaises with other SENCos, department heads and pastoral leads as appropriate at pupils' home or prospective schools. This is often undertaken by the SEN Leads and/or Lead Teachers, and overseen by SLT.

In addition, HHTS networks with other schools on local and national SEND issues.

## Teaching and Learning at HHTS

### Step 1: Assess

HHTS completes **assessments**; meets with child/family/MDT; conducts moderation/validation of assessment

**Outcome:** Robust social / academic baselines recorded on SchoolPod.

### Step 2: Plan

Teachers develop personalised social / academic 'learning aims', **planning** QFT, 'extra support and other rigorous interventions' targeted at areas of weakness.

**Outcome:** Individualised Pupil Learning Support Plan (LSP) moderated at initial Pupil Focus Meeting, and published on

### Step 3: Do

Teachers record lesson-by-lesson review of pupil progress on Schoolpod; frequent and regular progress review against all 'learning aims' at Pupil Focus Meeting

**Outcome:** Individualised LSP adjusted according to changing pupil need

### Step 4: Review

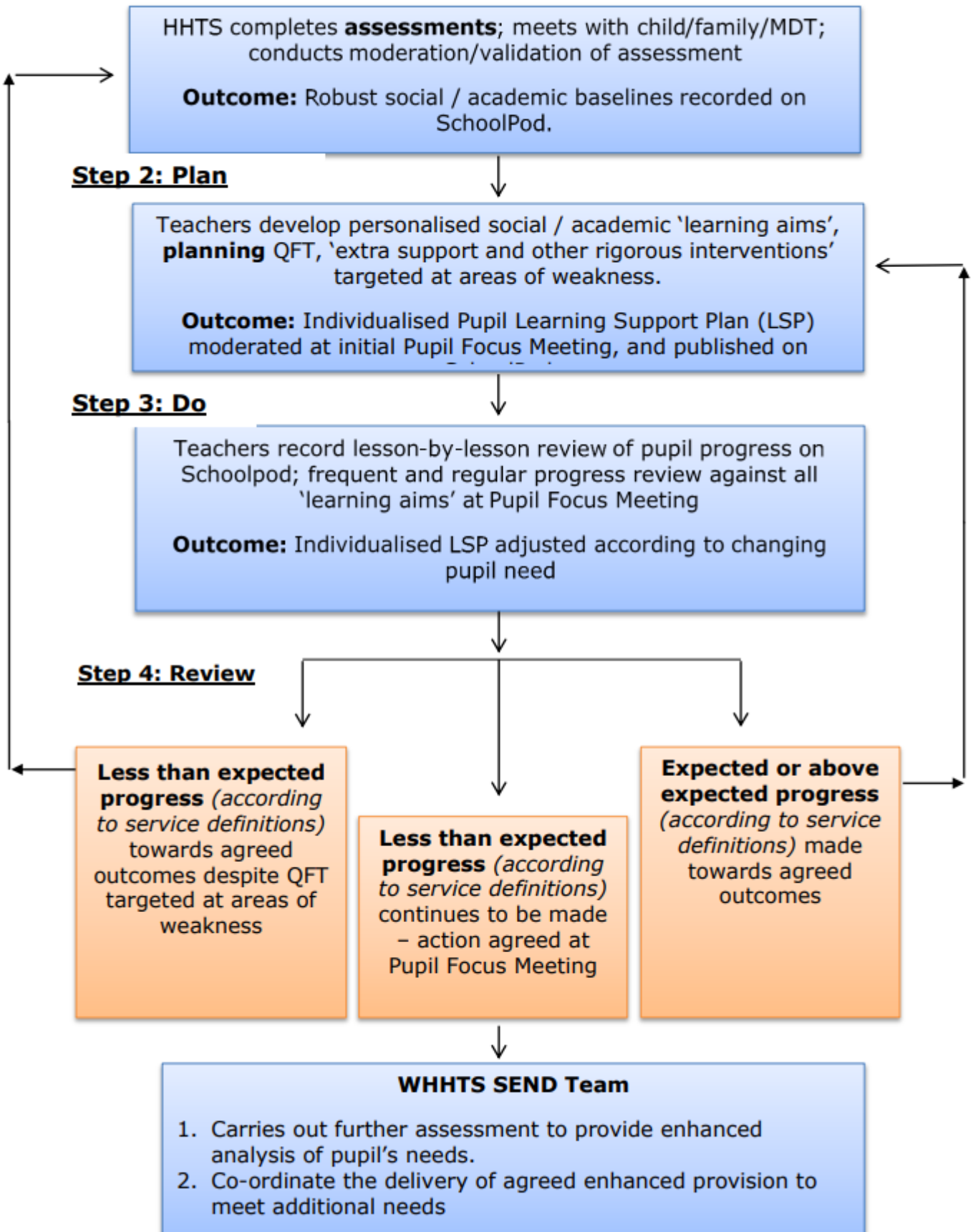
**Less than expected progress** (*according to service definitions*) towards agreed outcomes despite QFT targeted at areas of weakness

**Less than expected progress** (*according to service definitions*) continues to be made – action agreed at Pupil Focus Meeting

**Expected or above expected progress** (*according to service definitions*) made towards agreed outcomes

### **WHHTS SEND Team**

1. Carries out further assessment to provide enhanced analysis of pupil's needs.
2. Co-ordinate the delivery of agreed enhanced provision to meet additional needs



## Appendix B - Wandsworth Hospital and Home Tuition Service - SEND Graduated Response to support and intervention

All students at HHTS are considered to have additional educational needs owing to their current mental or physical health issues. Stage 1 support is for all students within the school. For students with SEN additional to their SEMH difficulties, their needs will be met through the graduated approach as outlined in stages 2 onwards.

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems
1	Universal provision	<ul style="list-style-type: none"> <li>● A therapeutic classroom with skilled members of staff possessing knowledge and experience of working with young people with SEMH</li> <li>● Staff to student ratio maximum 1:5</li> <li>● High quality first teaching following the Assess- Plan- Do - Review model for every learner on entry and throughout stay.</li> <li>● A broad and balanced curriculum based on the Head, Heart, Hands Model</li> <li>● Personalised learning aims reviewed and updated monthly</li> <li>● A variety of different teaching and learning approaches</li> <li>● A language and literacy focus throughout the subject areas as evidenced by powerpoint planning and resources, learning walks and subject actions plans</li> <li>● Carefully planned differentiation for each learner.</li> <li>● Modelling by adults within the classroom</li> <li>● Assessment for learning and constructive feedback embedded in teacher practice</li> <li>● All students have a Lead Teacher who acts as their point of contact in school and shares their aims and progress with them and their home school</li> <li>● Frequent discussion amongst staff and feedback on academic and holistic progress of young people - with formal discussion every 4-6 weeks pupil focus meeting recorded on school pod</li> <li>● Frequent liaison with the young people's parent/carers</li> <li>● Frequent liaison with home school to ensure consistency and smooth transition</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiated planning and outcomes within lessons</li> <li>● Assessment for learning used to</li> <li>● Learning aims updated on a regular basis</li> <li>● Students are aware of their learning aims</li> <li>● All students' reading ability is assessed using the New Group Reading Test (NGRT)</li> <li>● Daily ward handover to school staff</li> <li>● Daily briefing for school staff</li> <li>● Pupil focus meetings where individual pupils are discussed by staff working with them and learning aims and progress is reviewed for them.</li> <li>● Lead Teacher Conversations with Young People</li> <li>● School staff to attend weekly ward rounds</li> <li>● Care Plan Assessment (CPA) meetings in conjunction with the hospital wards</li> <li>● Core Team Meetings (CTM) in conjunction with the hospital wards</li> </ul>

2	Early Intervention Support	<p>In addition to stage 1:</p> <ul style="list-style-type: none"> <li>• Differentiation of the curriculum to meet individual learning needs</li> <li>• Bespoke timetables created in light of emerging need</li> <li>• Tools and resources to support access</li> <li>• Support within class through small groups and individual support (e.g. cut away, workshops)</li> </ul>	<p>In addition to stage 1:</p> <ul style="list-style-type: none"> <li>• Students' reading ability is assessed through the York Assessment of Reading Comprehension (YARC)</li> <li>• Vulnerable and/or struggling students flagged as student concern and referred for assessment or support from SEND Team</li> </ul>
3	Targeted Additional Support	<p>In addition to Stages 1 - 2:</p> <ul style="list-style-type: none"> <li>• Investigation of strengths and needs</li> <li>• Early intervention and personalised provision</li> <li>• Targeted support within class through small groups and working individually with an adult</li> <li>• Additional group or individual programmes</li> <li>• Evidence based interventions delivered individually - reading catch up, self esteem mentoring.</li> <li>• Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording</li> <li>• Bespoke timetable</li> <li>• Tools and resources to support access</li> <li>• Information shared and reviewed with ward staff</li> <li>• Clinician review and support sought where appropriate</li> </ul>	<p>In addition to stages 1-2:</p> <ul style="list-style-type: none"> <li>• SEN team has regular contact with SENCo of home school to understand history</li> <li>• Information shared at daily briefings</li> <li>• SEND profile on schoolpod and shared with whole staff</li> <li>• Review at Pupil Focus meetings with SEN team</li> <li>• Intervention records completed weekly to record progress</li> <li>• Individual Education Plan (IEP) for longer term students. Short term goals shared on schoolpod and in pupil focus meetings</li> <li>• Where appropriate an</li> </ul>
4	Targeted intensive additional support	<p>In addition to Stages 1 – 3:</p> <ul style="list-style-type: none"> <li>• Multi-agency collaboration with professionals both in and external to the hospital with regards to educational outcomes. Agencies include:</li> </ul>	<p>In addition to stages 1-3:</p> <ul style="list-style-type: none"> <li>• EHCP on schoolpod and shared with whole staff</li> </ul>

		<p>social care, educational and clinical psychology, medical professionals, occupational therapy, speech and language therapy.</p> <ul style="list-style-type: none"><li>• Personalised support, working on an individualised curriculum</li><li>• High levels of adult support, scaffolding and modelling to enable access to the curriculum</li><li>• Personalised resources e.g. workstation, iPad/laptop if appropriate</li><li>• Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</li><li>• Access to an adapted environment if appropriate</li><li>• Individual modifications to the curriculum</li> <li>• Discussion with home school about provision where appropriate</li> <li>• Application for Education, Health and Care Plan to be made</li> <li>• Education, Health and Care Plan (EHCP) to be shared and updated where appropriate (Annual Review)</li></ul>	<ul style="list-style-type: none"><li>• Pupil Passport to be made for young person upon discharge detailing SEN information and recommended provision</li><li>• Progress meeting with SEN team</li><li>• SENCo monitoring provision</li><li>• Multi disciplinary meetings regarding education where appropriate</li></ul>
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**DEPLOYMENT OF CLASSROOM SUPPORT IN THE HOSPITAL & HOME TUITION  
SERVICE  
STATEMENT AND  
GUIDELINES**

### **Context**

Discussions emanating from two key documents, The Deployment, Training & Development of the Wider Workforce (Ofsted, 2008) and Deployment & Impact of Support Staff (IOE, 2009) have challenged schools to rethink the way support staff were deployed in classrooms, ensuring that they have a demonstrable impact on improving student outcomes. For the HHTS, Ofsted suggested that to advance further, *'the service should improve the consistency with which adults other than teachers make strong contributions to pupils' learning in lessons, by ensuring that the our best practice in planning for how other adults are used in lessons is shared with all teachers.'*, Ofsted, 2013.

Indeed, current research asserts the following tenets sustain good practice:

- Practitioner collaboration during lead input
- Supporting practitioner adoption of an encouraging role
- Provision of resources where requested by supporting practitioner
- Shared practitioner facilitation of student access to tasks through scaffolding, restatement, prompting and allowing student independence
- Supporting practitioner contribution to assessment decisions and progressive learning plans

This document results from an internal work stream (academic year 2013-2014 and updated in 2015) charged with the responsibility to advance service wide practice in this area.

### **Statement**

In the HHTS, practitioners are deployed to provide classroom support in the following key areas:

- **Support pupils** – to allow an individual to be included in the lesson, usually in tandem with other learners
- **Support the lead practitioner** – under the guidance of the lead, assessing pupil performance, work with students outside of the main body of the lesson
- **Support the wider service** – through activities that translate service policy into practice

All staff members, regardless of ordinary role, can be deployed to provide classroom support at the HHTS.

### **Characteristics of effective deployment of classroom support and associated activities**

The HHTS deploys staff to provide effective classroom support through a range of activities aligned to substantive positive learning characteristics. The table below defines each agreed learning characteristic before linking associated activities considered to support the wider aim. The HHTS



adopts a high level of flexibility to transcribed activities, thereby ensuring that it is able to successfully meet the needs of its young people as required.

Learning Characteristics	Activities
<p><b>Attendance</b>  <i>Access to education is assured for all young people because of the flexible deployment of the support offered</i></p>	<ul style="list-style-type: none"> <li>● 1 to 1 ward-based learning</li> <li>● Supporting engagement in online learning environments</li> <li>● Home-based learning</li> <li>● Supporting agreed integration programmes within existing implementation and review structures</li> </ul>
<p><b>Motivation / Focus</b>  <i>Learner motivation is encouraged because classroom support is deployed to promote accurate and personalised measures of progress.</i></p>	<ul style="list-style-type: none"> <li>● Carrying out effective baselines</li> <li>● Reviewing progress with lead practitioners to ensure progress accurately informs the next steps</li> <li>● Supporting the design and implementation of personalised learning programmes</li> <li>● Attendance at MDT meetings and dissemination of pertinent information colleagues</li> <li>● Contributing to learning, planning and review; ensuring full understanding of subject based learning aims</li> </ul>
<p><b>Resilience</b>  <i>Learner resilience is advanced through responsive and personalised positive reinforcement.</i></p>	<ul style="list-style-type: none"> <li>● Reviewing student learning styles and updating colleagues</li> <li>● Undertaking assessment reviews to inform personalised learning plans</li> <li>● Applying agreed reward systems</li> <li>● Providing in-class support through scaffolding and reinforcement according to need</li> <li>● Engaging in relevant CPD opportunities, securing the most up to day theory and practice knowledge</li> <li>● Fostering positive working relationships with all young people in the service</li> </ul>
<p><b>Readiness to learn</b>  <i>Student 'readiness to learn' is promoted through a thorough working knowledge of the whole child over time.</i></p>	<ul style="list-style-type: none"> <li>● Contributing to all aspects of SchoolPod</li> <li>● Make meaningful links with home schools to ensure accurate transfer of learning needs and targets</li> <li>● Participating in Pupil Focus Meetings as necessary</li> <li>● Positively engaging with families and carers through the service agreed protocols</li> </ul>

## **Monitoring & Evaluation**

The deployment of classroom support programme is a vital element of the **ASSESS – PLAN – DO – REVIEW** model framing all learning in the HHTS. As such, usual monitoring structures apply. In addition, the Service carries out regular and specific audits of practice designed to highlight strengths and opportunities.

The work stream established to support our progress to this stage will continue to oversee activity and propose new directions.

### **RELATED POLICIES:**

- Accessibility plan
- Behaviour Policy
- SEND Information Report
- Equality information and objectives
- Supporting Pupils with Medical Conditions Policy