



Hurst Lodge School – Yateley Campus

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Hurst Lodge School SEND Policy

2024/2025

Rationale

As a Specialist Independent School, the majority of students at Hurst Lodge have an EHCP, which identifies their diverse and individual needs and provisions. We take into account the additional support required. We are committed to offering an inclusive curriculum to ensure the best possible academic and personal development of all our pupils, whatever their needs or abilities. We endeavour to ensure that all children have every opportunity to engage in a wide range of suitably challenging educational opportunities that are appropriate to their needs. Wellbeing is at the heart of what we do.

Aim

At Hurst Lodge we aim to maximise the potential of each individual by helping them to achieve the best possible educational and social outcomes and preparing them effectively for adulthood. The school has high aspirations and expectations for all pupils with SEND and focuses on the outcomes and progress of pupils by celebrating achievement and identifying areas in which they need support.

Our objectives

- To review pupils SEND needs as early as possible and ensure that their needs are met to the best of our capabilities and resources, and to identify any additional needs.
- To ensure that children and young people with SEND can engage successfully in all school activities inclusively, including making reasonable adjustments for those pupils with a disability so that they have equal access to the curriculum and wider school learning environment
- To ensure that all learners make the best possible progress from their individual starting point
- To work in partnership with parents, key agencies and specialists in order to develop a collaborative and coordinated approach to meet the needs of pupils.
- To provide support and advice for all staff working with SEND pupils
- To ensure that responsibility for provision for pupils with SEND remains an integral part of whole school provision
- To operate a child centred approach that considers the whole child and takes into account their views.
- To create a nurturing environment where trust and self-esteem can be built and where pupils feel valued and are confident to be themselves.

This SEND policy details how Hurst Lodge School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. The school has a team of highly qualified SENCo's, based across both campuses.

Hurst Lodge School considers all teachers to be teachers of pupils with SEND. We will use our best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs or disabilities, which will allow them to be fully included in all the activities of the school. This provision should be reasonably practical and compatible with the needs of the child, along with the efficient education of all pupils.

Structure of the SEN Department

At Hurst Lodge school, we benefit from a highly professional, qualified and diverse SENCo team. This allows us to attach a key SENCo to each stage of the academic journey for the students.

This Key SENCo oversees the provision at Hurst Lodge School throughout the school day, whether the student is on any support stage of the policy. This allows us, in close collaboration with form tutors and teaching staff, to assess, plan, do, review. From September 2025 a SENCo will be responsible for a year group across Main and MLD.

This thorough structure, embedded into our pastoral care system, ensures that all children are supported during their time at Hurst Lodge, from early identification of any particular SEN, to applying for and carrying out the provision itemised in bespoke EHC Plans.

Please see Appendix 3 for further clarification.

SEN provision at Hurst Lodge School

Hurst Lodge School offer 3 strands of Special Educational Needs provision:

Hurst Seniors (Mainstream)	MLD Seniors Provision	Lodge Seniors Provision
<p>Student's needs are not so significant that their academic, social and emotional abilities are a barrier to learning. Children study a full curriculum from year 2 to Sixth Form. Most children will have EHCPs, where the support needed is in line with the learning of others.</p> <p>Teaching groups are maximum of 18 for most subjects, but usually smaller. Healthy</p> <p>Additional support can include OT, SALT, ELSA and LST.</p>	<p>Our Moderate Learning Difficulty provision offers bespoke education for children more than 3 to 4 years below their peers in academic learning. This could be as a result of a Specific Learning Difficulty such as dyslexia or dyscalculia. The majority of children have an EHCP to access this provision, and are likely to have cognition and learning as their primary area of need.</p> <p>With a specialised curriculum for core subjects to improve outcomes in literacy and numeracy, children join their mainstream peers for their social and emotional growth during non-academic subjects.</p> <p>Class sizes are small, with approximately 12 per class.</p>	<p>This is our specialist provision for children with more complex needs, including ASC, ADHD, anxiety and mental health and well-being. The majority of children have an EHCP to access this provision, with communication and interaction or SEMH likely to be their primary need.</p> <p>With a SEND trained tutor placed to support students throughout, and a bespoke curriculum adapted to meet their social, emotional and mental health needs, children are inclusive across the school and supported by a large team of professionals. Students have Speech and Language and Occupational therapy and ELSA access where required. From Year 9 students are integrated into GCSE cohorts where applicable</p> <p>Class sizes are approximately 8 per class.</p>

Hurst Juniors (Mainstream)	Lodge Juniors Provision	Lodge Provision Seniors – Woodlands (Currently known as Heron provision)
<p>In Hurst, most students have an EHCP which means that they are likely to have a level</p>	<p>Our Moderate Learning Difficulty provision offers bespoke education for children who are 3-4 years</p>	<p>This is our specialist provision for children with more complex needs including ASD, ADHD,</p>

<p>of communication, academic .social, emotional and/or sensory abilities that are a barrier to learning. Many have a diagnosis of ASD, ADHD and/or associated neurodiversity such as dyslexia or dyspraxia. In Hurst, the support needed students keeps their learning in line with their mainstream peers.</p> <p>Children are able to access a mainstream curriculum due to the specialised provision available, small class sizes and teaching groups packages can include OT, SALT, ELSA and LST.</p>	<p>below their peers in academic learning. This could be as a result of a Specific Learning Difficulty such as dyslexia or dyscalculia. Most children have an EHCP to access this provision with and are likely to have cognition and learning as their primary area of need.</p> <p>With a specialise curriculum for core subjects to improve outcomes in literacy and numeracy, children join their mainstream peers for their social and emotional growth during non-academic subjects.</p> <p>Class sizes are small, with approximately 12 per class.</p>	<p>anxiety and mental health and wellbeing. Most children have and EHCP to access this provision, with communication and interaction as their primary need.</p> <p>With a SEN trained tutor placed to support students throughout, and a bespoke curriculum adapted to meet their social, emotional and mental health needs, children are inclusive across the school and supported by a large team of professionals. Students have Speech and Language and Occupational therapy access where required.</p> <p>Class sizes are approximately 8 per class.</p>
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Identifying Special Needs and Disabilities

Hurst Lodge uses the definition of SEND and disability as set out in the SEND code of practice 2015 and Equality Act 2010. (Appendix 2)

Hurst Juniors (Mainstream)	Lodge Juniors Provision	Lodge Seniors – Woodlands (Currently known as Heron Provision)
<p>Most students will have a range of needs identified in their EHCP. Assessments through academic progress reports, teacher feedback, students’ and parents’ voice, OT and SALT reports, LST feedback (etc) to the relevant SENCO may identify additional needs.</p>	<p>This is our specialist Junior School provision for children with more complex needs, including ASC and ADHD, often along with identified learning needs, including Moderate to Severe Learning Difficulties. Children accessing this provision are typically working more than 2 years below their peers, although this may not always be the case. In some instances, pupils’ complex profiles may be ‘spiky’ but it is felt that their needs profile can be better met in Lodge Juniors, where classes are developed to best meet the needs profiles of current pupils. Class curriculums are adapted to meet the special educational needs of the</p>	<p>This is our specialist provision for complex learning needs which cannot be met within our Seniors Provisions at Yateley Campus. Heron provision meets the needs of pupils with complex profiles who, in addition, have been identified learning difficulties and are working more than 2 years below their peers.</p> <p>Heron provision focuses on the development of functional Literacy and Numeracy skills; communication and interaction skills; emotional regulation; PSHE; self-help and independence and Life Skills.</p> <p>Pupil have access to Speech and Language and Occupational therapy as</p>

	pupils within the cohort. Pupils have access to Speech and Language and Occupational Therapy as identifies within their EHCP or as deemed necessary; in addition, appropriate therapeutic strategies are embedded into class environments. Class sizes are approximately 12.	identified within their EHCP or as deemed necessary; in addition, appropriate therapeutic strategies are embedded into class environments. Class sizes are approximately 12.
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All members of our school community including the SEN Department, teachers, parents and in some cases pupils, work in collaboration to identify SEND. The school aims to identify needs of pupils by considering the needs of the whole child, not just their SEND. The four main categories below are used to identify primary areas of need.

1. Communication and Interaction
2. Cognition and Learning
3. Social Emotional and Mental Health
4. Sensory and/ or physical needs

We recognise the importance of early identification and aim to ensure that measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development.

Assessment is a continuing process that can identify pupils who may have SEND. The school will measure pupil's progress by referring to:

- Baseline testing
- Evidence from teacher observation and assessment
- Their performance against age related expectations and outcomes
- Standardised screening or assessment tools

The process of identification may include:

- Concerns raised by parents and teachers
- Sudden change in behaviour
- Slow progress identified by monitoring rates of progress and attainment
- Slow progress observed in social development and/or communication skills
- Review of skills and attainment on entry/ from previous setting
- A child asking for help

In determining whether a pupil may have SEND, consideration will also be given to other factors e.g., attendance, family circumstances, those who perform roles as carers and EAL. We recognise that challenging behaviours and withdrawal can mask unmet needs.

Before deciding that a pupil requires additional support, teachers and the SENCo will review current arrangements to meet the child's needs within class teaching and consider any modifications to arrangements that could be put in place to support progress.

The school will inform parents of any concerns they have and if they are providing any additional support for the child.

Once identified as requiring additional provision, plans will be developed to remove barriers to learning and put in effective support strategies. This will be managed through the four-part

cycle: Assess, Plan, Do, Review described in the SEND Code of Practice (2015). It will enable a growing understanding of pupils' needs and the nature of the support the pupil will need to make progress and secure positive outcomes. Depending on the need of each pupil, successive cycles may draw on more detailed approaches, more frequent review and more specialist expertise.

A Graduated Approach to SEND Support, in line with guidance form the SEND Code of Practise 2024

All teachers at Hurst Lodge School are teachers of pupils with Special Educational Needs and Disabilities. They are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from Learning Support Assistants and specialist staff.

The school has a graduated approach to the teaching of SEND, in lin with guidance in the SEND code of practise 2024. A pupil is only likely to be identified as having SEND if they have accessed appropriate interventions and adjustments to ensure that they are accessing good quality, personalised teaching aimed at supporting their area of need.

Graduated support

Universal Support: High quality adaptive teaching - A pupil's needs are met in the classroom through learning/work being appropriately adapted by the teacher

Specialist Support: Additional intervention and support – If a pupil does not make expected progress they may be given additional support in a small group and/or on a one to one. Their curriculum may be adapted to meet their needs.

Targeted Support: Highly differentiated support – some pupils may have an adapted curriculum where this is agreed as appropriate to meet their needs. They may have lessons with specialist teachers on either a group or one to one basis for learning needs, speech language and communication needs, sensory and/ or physical needs, mental health, well-being and emotional needs. Pupils at Wave 3 will usually have an Education and Health Care Plan.

Meeting the needs of pupils with SEND

The SEN provision map

The provision map provides an updated record of all pupils who have an identified need so that:

- All staff are aware
- Progress and achievements of pupils with SEND can be more closely monitored
- There is an overview of the range and level of need within the school
- School provision reflects and is responsive to the current profile of need

Universal Support: Pupils who have an identified need and are identified as vulnerable. These pupils have an identified need or disability that is recognised at school and acknowledged by staff. They are supported in class through effective teaching. Their progress is monitored by class teachers. Additional information regarding these pupils' needs may be shared with staff through One Page Profiles.

Specialist Support: Pupils who have additional support in school. These pupils have some additional support at school to support their learning needs. They may have intervention from teachers and/or from the Learning Support Department specialist teachers. They may also have targeted support from Learning Support Assistants. This may be in a small group or may be 1:1 personalised intervention. Specialists from external agencies may provide additional support. Progress may be monitored through IEPs, as appropriate.

Targeted Support: Pupils who have a significant need for which provision is made. These pupils have a significant need for which provision is made through an EHC plan or similar that describes their level of need and the provision that they are entitled to under the

plan. They may be supported as for Wave 2 pupils. Most pupils at Wave 3 have additional support at school. Their progress is monitored through the Annual Review process, reports from intervening specialists, and by meetings as appropriate.

Graduated Approach Framework

A. Assess

Once identified as requiring additional SEND support a more detailed assessment of a pupil's needs will be carried out. This will include discussions with teachers, parents and where appropriate the pupil. It may draw on assessments from external agencies and therapists involved with the pupil. Diagnostic assessments may be carried out by the Learning Support Department, and/or outside agencies.

The school recognises that it is likely that the needs of a pupil will overlap across more than one area and that the needs may change over time.

B. Plan

The school will use information from this assessment to plan the support that will be offered, considering the four areas of need. It will be:

- Target or outcome focused with the desired benefit or difference from any intervention identified to support the evaluation and impact of provision
- Outline the interventions and approaches that may be made available to support progress towards these outcomes
- Give details of the role and input of external agencies where they are involved
- May be recorded on individual education plans
- Be shared with all key teachers and support staff
- Be shared with parents, showing the period it covers and when it will be reviewed.

Hurst Lodge plans to support individual needs may take the following formats:

- One Page Profiles. Pupil Profiles are monitored by the Form Teacher and Key SENCo for most pupils. Pupil profiles are written by pupils with support from their parents if appropriate. The plan outlines key information about the pupil, what they would like you staff to know about them and key strategies for supporting them.
- Individual education plans may be written for pupils with SEND. These may be written by the Class Teacher and in liaison with the SENCO (if applicable)

C. Do

Form/subject teachers, with the support of the SEN Department, will take responsibility for overseeing the implementation of any relevant plan. This will ensure that the additional support offered is closely linked to the general curriculum offer and maximise opportunities to reinforce and consolidate key skills within the context of the class.

Where pupils attend additional learning support lessons, Learning Support Teachers take responsibility for implementing planned intervention (IEPs/ Target sheets) and reviewing progress.

D. Review

The impact of any additional support is subject to ongoing review. Parents will be invited to attend meetings along with pupils when this is appropriate. Depending on the level and complexity of need this review may be included in the cycle of parent meetings.

Where pupils' needs are more complex and they receive support from a range of specialist agencies a separate review meeting will be arranged so that all key parties can contribute. At the review meeting the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupil's response to their support and their view of their progress where this is applicable.
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required.

The EHC plan will be reviewed annually, considering the points above and in line with statutory duties.

Referral to Outside Agencies

With the agreement of parents, the SENCo can make a referral to a specialist agency if appropriate.

Adaptive Support

When a pupil makes good progress and achieves the outcomes set the parents will be notified of this. As appropriate they may be placed in a different support level on the Hurst Lodge SEND Register, moved to a different section of the school, or if they no longer have a need that requires additional intervention, they may be removed from that intervention completely. In this instance progress will continue to be monitored as for all pupils.

Education Health and Care plans

The majority of our pupils have an EHCP, where pupils without an EHCP have significant needs that cannot be met by the interventions and resources of our school the SENCo, in consultation and agreement with parents and outside agencies, will make a request to the Local Authority for a Statutory Assessment for an Education Health and Care plan (EHCP).

Current EHC plans will be reviewed annually. Any additional support offered will be reviewed and modified, taking into account the views and contributions of parents, pupils and external agencies.

It is not a requirement that students have an EHCP to attend Hurst Lodge.

Meeting the needs of pupils with medical conditions and specific disabilities

Hurst Lodge recognises that pupils at school should be supported so that they have full access to education, including school trips and physical education.

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as individually possible, to participate in all aspects of school life. These arrangements are set out in an Individual Health Care Plan.

The IHC plans will detail the type and nature of support that will be available.

The plans will be:

- Produced through collaboration with parents, pupils as appropriate and health professionals.
- Shared with all relevant staff
- Reviewed at least annually to reflect changing needs.

Where a pupil with a medical condition also has SEND the IHC plan will be closely linked to provision to support accessibility and additional needs providing a coordinated approach.

Staff who have responsibility to support a pupil with medical needs will receive appropriate training and support so that they are competent and confident about their duties.
(See policy on Administration of Medication and Supporting Pupils with Medical Conditions)

Pupils with SEND who may have difficulty evacuating the building at the same speed or in the same manner as others in an emergency, will have an individual evacuation plan.

Admission arrangements

The admission arrangements for all pupils are in accordance with Admissions Policy and national legislation, including the Equality Act 2010. This includes pupils with any level of SEND: those with a EHC plan and those without.

Applications for entry from pupils with known SEND are reviewed on an individual basis, to determine whether the pupil will be able to access the Hurst Lodge School curriculum. Due regard is given to reasonable adjustment being made, and whether the level of provision that the school is able to offer is appropriate to meet their needs. The placement of the child has to be commensurate and not be detrimental to the education or wellbeing of other pupils. All applications are reviewed by the SENCo team, who will decide whether progression to application is a possibility.

Transition arrangements

Hurst Lodge seeks to ensure that there is a successful transition between phases of education, and this is the responsibility of the SENCo.

When pupils are joining the school the SENCo will collate information about the nature and level of need for pupils identified with SEND and the provision that has already been offered.

This may involve visits to other school and pre-school settings and information sharing meetings with the child's family and key agencies. SEND pupils who are moving to the next phase within Hurst Lodge will also have access to transition meetings and planning as appropriate, in order to ensure a successful transition between the Key Stages.

For all pupils a formal transition meeting involving parents, pupils, representatives from the new school and other key professionals may take place to ensure continuity in the range and level of support. Where appropriate the SENCo will work with the local authority Post 16 transition teams and career guidance staff to help young people with the transition to Further Education and the workplace or, our own bespoke Sixth Form.

A yearly "move up day" will be available for students across the school where they can meet their tutor for the following academic year and experience the classroom base for their daily tutor sessions.

SENCos of students joining the school, regardless of the year group and/or time of the academic year, will endeavour to liaise with previous settings to meet the student and learn more about them. The Key SENCo will attend visits to their current setting, or home, to meet them and introduce themselves. Taster days, and transition visit days will be scheduled as appropriate for individual pupils based on their needs, this can vary from one to as many as required to alleviate anxiety and stress.

Access arrangements

Provision for exam access arrangements is made for those pupils identified with SEND. Arrangements are determined by the SENCo, using evidence from individual plans, records of interventions and specialist reports collated by teaching staff.

Access arrangements for external Senior school examinations are organised by the Exams Officer with the support of the SENCo and Senior School staff. See examinations policy.

Funding and resources

Additional support for pupils identified with SEND is funded by;

- Local Authorities through an Education Health Care Plan, where the school is named and funded is agreed by the respective Local Authority
- By parents/guardians
- By a combination of the above

Dealing with Complaints

Initially any concern regarding the level of provision for a child with SEND should be addressed through the SENCo. Any formal complaint is dealt with under the school's Complaint Policy.

Anti-Bullying

Hurst Lodge aims to combat negative attitudes to SEND by celebrating and valuing the success of all pupils, fostering mutual respect and raising pupil's self-esteem. It recognises that pupils with SEND:

- May be considerably more at risk of being bullied on the basis of their special educational needs or disability
- May also be at risk of taking part in bullying others
- May be a target for bullying due to particular characteristics
- May be less well integrated socially, and lack the protection against bullying which friendship gives
- May have difficulty understanding what constitutes bullying
- May have difficulties sharing their concerns about bullying

Consideration to SEND and individual developmental needs, and health needs, will be given when implementing the Anti bullying Policy, and Behaviour Policy.

Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take over time to increase the accessibility of pupils. This includes action to:

- Increase the participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information
- Hurst Lodge campuses are old, multi-level buildings. This can lead to difficulties in access for some pupils and adults with mobility needs. Wherever possible access is planned for.

Compliance with Statutory Duties

This policy is written with regard to the following legislation and documents:

- Special Educational Needs and Disability Code of Practice 0-25, 2015
- Children and Families Act 2014
- Equalities Act 2010
- Keeping Children Safe in Education 2024 (and all subsequent KCSIE updates)
- Working Together to Safeguard Children 2024

Appendix 2

Definition of Special Educational Needs

The SEND Code of Practice 2015 states that:

A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than other pupils of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

The Equality Act 2010 states that:

A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, diabetes, *epilepsy and cancer*

Appendix 3

Hurst Lodge School SEND Roles and responsibilities

Yateley Campus:

Staff	Responsibility
Principal	<p>To ensure that the policy is adhered to and that strategies are effective.</p> <p>To have due regard to statutory duties.</p> <p>To appoint a SENCo and liaise with them.</p> <p>To endeavour to secure the necessary provision for any child with Special Educational needs and/ or disabilities.</p>
SLT & ELT	<p>To ensure that the policy is adhered to and that strategies are effective.</p> <p>To ensure the quality of teaching for pupils with SEND and progress made by pupils.</p> <p>To review whole school provision for SEND.</p> <p>Oversees the operation of the SEND Policy.</p> <p>Manage resources both human and material, to enable adequate provision to be made for pupils with SEND.</p> <p>Oversee transition arrangements.</p>
SENCo Team	<p>To liaise with and report to the SLT, and to implement agreed strategies.</p> <p>Conduct annual reviews</p> <p>Oversee records of pupils with special educational needs</p> <p>Oversee transition arrangements</p> <p>Contribute to performance management of Learning Support Staff</p> <p>Coordinate provision for and manage responses to individual's needs</p> <p>Support and advise colleagues, contributing to professional development</p> <p>Liaise with external agencies and professionals</p> <p>Conduct annual reviews</p> <p>Oversee records of pupils with special educational needs</p> <p>Evaluate SEND provision and report to the Principal</p> <p>Contribute to performance management of Learning Support Staff</p>
Teaching staff	<p>To meet the requirements within teacher standards; every teacher is a teacher of every child, including those with SEND. (DfES 2012)</p> <p>Differentiating work and programme of study to meet the needs of pupils</p> <ul style="list-style-type: none"> • Addressing potential areas of difficulty and removing barriers to achievement in planning and in teaching. These include: • Providing support for pupils who need help with communication, language and literacy. • Helping pupils to manage their behaviour and emotions, and to take part in learning effectively and safely. • Planning to develop children's understanding through the use of all their senses and of varied experiences. • Using appropriate assessment to set targets • To have high expectations of SEND pupils

	<ul style="list-style-type: none"> • Liaising with all Learning Support staff to plan and assess the impact of support and interventions • Reporting on progress of SEND pupils to parents, and SENCos • Reporting pupil lack of progress and concerns to form tutor, parents and SENCo. • Providing specific work for the needs of the pupil to help improve progress and develop self esteem • Be aware of all pupil and assessment summaries • Collating evidence for provision of Access Arrangements
Form Teacher/Tutor	<ul style="list-style-type: none"> • Overseeing personal, social and emotional development of pupils • Reporting on progress of SEND pupils to parents and Learning Support staff • Collecting information and monitoring issues
Learning Support Teacher	<ul style="list-style-type: none"> • Providing support and advice to pupils, parents and staff • Providing appropriate planning, tuition and support to address a pupil's specific needs – IEPs/Targets • Liaising with SENCo team, teachers, parents and external specialists (when appropriate) • Reviewing and reporting on pupil progress • Providing evidence of access arrangements provision (when appropriate) • Contributing to and participating in professional development.
HLTA/ Learning Support Assistant	<ul style="list-style-type: none"> • Supporting the designated pupil/s as necessary to remove barriers to learning, to enable pupils to access the curriculum, enjoy learning and meet outcomes • Liaising with teachers, Learning Support Teachers, SENCo, and parents to plan, implement and assess the impact of their support. • Recording and reporting on progress of pupils as requested • Monitoring social, emotional and behavioural development/ self esteem • Implementing programmes devised by specialists as directed.
ELSA, Therapists, Specialist Staff	<ul style="list-style-type: none"> • Developing respectful relationships with young people to enable them to think about their own situation without feeling judged or criticised. • To develop purposeful support to enable the pupil to develop new skills or coping strategies for them to experience greater success and well-being. • To deliver realistic and specific intervention programmes; ensuring that aims are clear and generally planned, implemented and reviewed within a school term. • To provide specialist classes and support in line with assessment documentation. • To carry out assessment as required. • To monitor need and progress and liaise with the SENCO's. • To attend annual review if required.