



LEICESTER TIGERS *Foundation*

Leicester Tigers Foundation SEND Policy

1. Introduction

The Leicester Tigers Foundation is committed to providing high-quality education and support to all children and young people, including those with Special Educational Needs and Disabilities (SEND). This SEND Policy outlines our approach to meeting the needs of students with SEND, in compliance with current legislation and guidance.

2. Purpose

The purpose of this policy is to:

- Ensure that all students with SEND have their needs identified and met effectively.
- Promote inclusive education and provide equal opportunities for all students.
- Define the roles and responsibilities of staff, parents, and external agencies in supporting students with SEND.

3. Legislation and Guidance

This policy adheres to the following key legislation and guidance:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE) 2023
- The SEND (Special Educational Needs and Disability) Regulations 2014

4. Definition of SEND

According to the SEND Code of Practice, a child or young person has SEND if they have:

- A learning difficulty or disability that requires special educational provision to be made for them.
- A significantly greater difficulty in learning than the majority of others the same age.
- A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

5. Identification and Assessment

5.1 Identification

The Foundation will identify SEND students through:



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- Regular assessment and monitoring of student progress.
- Observations and feedback from teachers, parents, and students.
- Referrals from external agencies or professionals.

5.2 Assessment

- The Foundation will carry out assessments to determine the specific needs of students with SEND.
- Assessments will be conducted in collaboration with parents, teachers, and, where appropriate, external professionals.
- The results of assessments will inform the creation of Individual Education Plans (IEPs) or Education, Health, and Care Plans (EHCPs) where necessary.

6. Provision and Support

6.1 Differentiated Teaching

- All staff will provide differentiated teaching to cater to the diverse needs of students.
- Differentiation may include adjusting the curriculum, teaching methods, and resources to support students with SEND.

6.2 Additional Support

- Students with SEND will receive additional support as outlined in their IEPs or EHCPs.
- This support may include one-to-one or small group teaching, access to specialized resources, and adjustments to the learning environment.

6.3 External Agencies

- The Foundation will work with external agencies, such as educational psychologists, speech and language therapists, and specialist teachers, to provide additional support.
- Referrals to external agencies will be made in consultation with parents and based on the needs of the student.

7. Roles and Responsibilities

7.1 SENDCo (Special Educational Needs and Disabilities Coordinator)

- The SENDCo is responsible for overseeing the implementation of the SEND policy and coordinating support for students with SEND.
- The SENDCo will work closely with teachers, parents, and external agencies to ensure that students' needs are met effectively.

7.2 Teachers



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- All teachers are responsible for providing quality teaching that meets the needs of all students, including those with SEND.
- Teachers will work with the SENDCo to implement IEPs and make necessary adjustments to their teaching practices.

7.3 Parents and Carers

- Parents and carers are key partners in supporting their child's education and SEND needs.
- The Foundation will engage with parents and carers regularly to discuss their child's progress and any concerns they may have.

7.4 Students

- Students with SEND will be involved in setting their own learning goals and monitoring their progress.
- The Foundation will promote self-advocacy and independence among students with SEND.

8. Monitoring and Review

8.1 Monitoring

- The progress of students with SEND will be monitored regularly through assessments and reviews.
- The SENDCo will review the effectiveness of the support provided and make adjustments as needed.

8.2 Review

- The SEND policy will be reviewed annually to ensure it remains compliant with current legislation and effective in meeting the needs of students with SEND.
- Feedback from staff, parents, and students will be considered during the review process.

9. Complaints Procedure

- Parents and carers who have concerns about the support their child is receiving can raise these concerns with the SENDCo.
- If concerns are not resolved, they can be escalated to the CEO or Chair of Trustees.

10. Confidentiality

- Information about students with SEND will be kept confidential and shared only with those who need to know.
- Records related to SEND will be stored securely in accordance with data protection laws.



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11. Training and Development

- All staff will receive training on SEND to ensure they are equipped to support students effectively.
- Training will cover understanding different types of SEND, implementing IEPs, and working with external agencies.

12. Conclusion

The Leicester Tigers Foundation is committed to providing a supportive and inclusive environment for all students. By implementing this SEND policy, we aim to ensure that every student with SEND has the opportunity to achieve their full potential.

APPENDIX 1 – SEND Concern Form to Schools

Our expectation is that the Leicester Tigers Foundation will send this form to the host school to trigger further action and signposting for assessment as part of the school's SEND policy.

SEND Concern Form

Date:

Pupil:

Year: School:

Referrer:

Concerns (summary):

Checklists:

Cognition and Learning: *eg slow rate of progress, slow processing*

Curriculum Content:

- The curriculum is individually differentiated in some areas to meet need



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- Teaching plans include how child/young person's needs are being addressed and how progress will be monitored.
- Individual learning outcomes in some areas.
- Adequate intellectual challenge and stimulation in all lessons (this is particularly relevant for children/young people with higher cognitive skills and lower literacy skills)

Curriculum Delivery:

- Pre-tutoring of useful vocabulary and key concepts.
- Regular reinforcement of instructions.
- Personalised feedback given on learning – both teacher led or peer-led.
- Flexibility within the timetable to allow for interventions to be implemented
- Assisted technology.

Classroom resources:

- Teaching assistants used to complement the teacher's planning and delivery, the teacher remains accountable for the child/young person's learning at all times
- Resources to assist with accessing the content of the lesson such as Reading pens or a reader.
- Resources to assist with recording work such as a scribe, IT, dictaphone, talking tins.

Staff Knowledge and Understanding:

- Teachers are regularly involved with intervention planning with the SENDCo and time is put aside for this.
- Teachers are offered relevant training sessions to increase skills and knowledge to support interventions.

Communication and Interaction eg difficulty sharing what is wrong, aggression, frustration, difficulty following verbal instructions, poor social communication with peers, friendship problems

I CAN Checklist:	
What to expect between the ages of 11 and 14	
At this stage children will:	
Use longer sentences; usually 7-12 words or more	
Build their sentences using a range of conjunctions or joining words, such as 'meanwhile', 'however', 'except' so that they can convey complex ideas	
Know how to use sarcasm. Know when others are being sarcastic to them	
Be able to change topic well in conversations	
Use more subtle and witty humour	
Show some understanding of idioms, such as "put your money where your mouth is!"	



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Know that they talk differently to friends than to teachers and be able to adjust this easily	
Understand and use slang terms with friends. They keep up with rapidly changing 'street talk'.	
What to expect between 14-17 years	
As they get older, young people can:	
Follow complicated instructions	
Know when they haven't understood. They will ask to be told again or have something specific explained	
Easily swap between 'classroom' talk and 'break-time' talk	
Tell long and very complicated stories.	
Things to Look Out For	
At this stage, children should have well-developed speech, language and communication skills. At this age, a child might have delayed language if they:	Seen?
Have difficulty giving specific answers or explanations	
Have difficulty sequencing their ideas in the right order	
Are better at understanding individual instructions than group instructions	
Find it difficult to understand language where the meaning isn't clearly stated e.g. be able to infer that someone wants to close the window or turn up the heating when they say 'It's a bit chilly in here!'	
Find long and complicated instructions hard to understand	
Have trouble learning new words	
Take a long time to organise what they are going to say or write	
Take things too literally. For example, "I'll be back in a minute"	
Have difficulty taking turns in conversations	
Talk to teachers and friends in the same way.	

Social Emotional Mental Health eg self-regulation problems, engagement problems, mood swings

Strategies in use

- Additional contact and interaction with adults, e.g. meet and greet and regular checking-in times
- Additional verbal and visual prompts
- Additional reinforcement and praise for desired behaviour, including any structured reward systems that are developed with the child/young person
- Additional structured activities at unstructured times, e.g. at playtime and lunchtime if this is when there are concerns
- Mentoring
- Daily home-school communication and support for the family, if required



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- Small group social skills work
- Lunchtime clubs
- The use of visual structures to support classroom routines, eg visual timetable and other symbols/photos, choice boards, 'Now/Then' cards
- Activity boxes
- Emotion coaching scripts

The use of strategies to support concentration, such as:

- wobble cushions
- weighted cushions
- egg timers
- low arousal table
- movement breaks

Sensory Needs eg over or under stimulation, sensation seeking in the classroom, sensory processing disorder

- Being **sensitive** to sensory information (over-responding or hyper-responsive)
- Being **slow to notice** or being oblivious to sensory information (under-responding or hypo-response)
- Looking for **more** sensory information (sensory seeking or craving)
- Finding it **difficult to plan** and organise their movement (**dyspraxia**)
- Having **poor balance** and being clumsy (poor postural control)
- Having **poor awareness** of the qualities of sensory information (discrimination)

Autism pathway diagnostic criteria observed in setting

Social interaction and reciprocal communication behaviours

Spoken language

- Spoken language may be unusual in several ways:
 - very limited use
 - monotonous tone
 - repetitive speech, frequent use of stereotyped (learnt) phrases, content dominated by excessive information on topics of own interest
 - talking 'at' others rather than sharing a two-way conversation
 - responses to others can seem rude or inappropriate.

Interacting with others

- Reduced or absent awareness of personal space, or unusually intolerant of people entering their personal space.



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- Long-standing difficulties in reciprocal social communication and interaction: few close friends or reciprocal relationships.
- Reduced or absent understanding of friendship; often an unsuccessful desire to have friends (although may find it easier with adults or younger children).
- Social isolation and apparent preference for aloneness.
- Reduced or absent greeting and farewell behaviours.
- Lack of awareness and understanding of socially expected behaviour.
- Problems losing at games, turn-taking and understanding 'changing the rules'.
- May appear unaware or uninterested in what other young people his or her age are interested in.
- Unable to adapt style of communication to social situations, for example, may be overly formal or inappropriately familiar.
- Subtle difficulties in understanding other's intentions; may take things literally and misunderstand sarcasm or metaphor.
- Makes comments without awareness of social niceties or hierarchies.
- Unusually negative response to the requests of others (demand avoidant behaviour).

Eye contact, pointing and other gestures

- Poorly integrated gestures, facial expressions, body orientation, eye contact (looking at people's eyes when speaking) assuming adequate vision, and spoken language used in social communication.

Ideas and imagination

- History of a lack of flexible social imaginative play and creativity, although scenes seen on visual media (for example, television) may be re-enacted.

Unusual or restricted interests and/or rigid and repetitive behaviours

- Repetitive 'stereotypical' movements such as hand flapping, body rocking while standing, spinning, finger flicking.
- Preference for highly specific interests or hobbies.
- A strong adherence to rules or fairness that leads to argument.
- Highly repetitive behaviours or rituals that negatively affect the young person's daily activities.
- Excessive emotional distress at what seems trivial to others, for example change in routine.
- Dislike of change, which often leads to anxiety or other forms of distress including aggression.
- Over or under reaction to sensory stimuli, for example textures, sounds, smells.
- Excessive reaction to taste, smell, texture or appearance of food and/or extreme food fads.

Other factors that may support a concern about autism



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- Unusual profile of skills and deficits (for example, social or motor coordination skills poorly developed, while particular areas of knowledge, reading or vocabulary skills are advanced for chronological or mental age).
- Social and emotional development more immature than other areas of development, excessive trusting (naivety), lack of common sense, less independent than peers.

APPENDIX 2- Pupil Passport Template

Pupil Passport

Pupil Passport:

Things I like:	
Things I am good at:	
Things that I don't like:	
Things that I need support with:	



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Things that I am worried about:		
SEND APDR	SMART Target (from EHCP if pupil has one)	Strategies:
IEP 6 wk Target 1 Literacy focus		
IEP 6 wk Target 2 Numeracy focus		
IEP 6 wk Target 3 SEMH focus		

SEND Notes:

SEND SUPPORT/ EHCNA/EHCP (delete as appropriate)

Primary area of need:

Appendix 3: Useful links to SEND information

[SEND Code of Practice](#)

[Leicestershire SEND Support Handbook](#)

[Beacon Support SEND Cheat Sheets](#)

[NASEN SEND Handbook](#)

Policy reviewed in Sep 24. Next review in Sep 25