

Thorney Island Community Primary School

Special Educational Needs Policy

Mission Statement

To excite, challenge and support all learners to progress, make a positive contribution and achieve their potential.

INTRODUCTION

Thorney Island Community Primary School (TICPS) has a named SENCo who has completed the National Award for SENCos (Mrs Jenny Jones) and a named Governor who is responsible for SEN (Mrs Jane Inglis). They ensure that the TICPS SEN Policy works within the guidelines and inclusion policies of the SEN Code of Practice (2015), the Local Education Authority and other policies current within the school.

At TICPS we are committed to offering an inclusive curriculum to ensure progress for all groups of pupils regardless of need or ability and a rounded education which enables them to fulfil their potential. We use our best endeavours to secure special educational provision for pupils for who this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEN Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical needs

This SEN Policy details how, at TICPS, we do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them.

We will ensure that teachers are able to identify and provide for those pupils with SEN, allowing them to join in all school activities together with pupils who do not have SEN.

Please also see our 'School Information Report' on our website which provides lots of information including answers to 14 questions detailing how we approach SEN at our school.

DEFINITIONS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The Special Educational Need and Disability Code of Practice (2015) states that a child of compulsory school age or a young person has special educational needs if he or she:

- Has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- Has a significantly greater difficulty in learning than the majority of other of the same age or,
- Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in a mainstream school.

Children with disabilities (including medical conditions)

It is important to note that many children who have SEND may have a disability under the Equality Act 2010 that 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'. Long term is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This may include sensory impairment affecting hearing or sight and those with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND, but there is an overlap between disabled children and those with SEND. Disabled pupils requiring special educational provision will also be covered by the SEND definition.

Schools must not discriminate against, harass or victimise disabled children and young people. At TICPS, staff plan and make reasonable adjustment including providing auxiliary aids and services to ensure disabled children are not at a disadvantage compared with their peers.

TICPS seeks to promote equality of opportunity and fosters good relationships between disabled and non-disabled children.

To support children with medical needs, all staff receive regular epipen training. We work with the School Nurse to ensure children with medical needs have a healthcare plan if appropriate, which is regularly reviewed and update. Where necessary and in agreement with parents/carers, medicines prescribed by a doctor are administered in school but only when a medical form is signed to ensure the safety of both child and staff member.

POLICY AIMS AND OBJECTIVES

The aims of this policy are:

- *to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND;*
- *to ensure that the special educational needs of children are identified, assessed and provided for*
- *to ensure support for pupils with medical conditions and full inclusion in all school activities through consultation with health and social care professionals*
- *to make clear the expectations of all partners in the process*
- *to identify the roles and responsibilities of all staff in providing for children's special educational needs*
- *to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development*
- *to ensure that parents are informed of their child's special educational need and provision and there is effective communication between parents and school to allow parents to be able to play their part in supporting their child's education*
- *to ensure that our children have a voice in this process*
- *to promote effective partnership and involve outside agencies when appropriate*
- *to ensure all learners make the best possible progress*

Some children who have social and/or emotional difficulties may have resulting behavioural issues which can impede their learning. The school is committed to creating a positive ethos throughout all classes and to developing the confidence and self-esteem of all pupils in order for them to access learning and reach their highest potential.

ROLES AND RESPONSIBILITIES

The Head Teacher, Mr Dean Clegg, has overall responsibility for ensuring the policy is carried out. He is the "responsible person" in receipt of information from the Local Authority and Social Services. He is the principal agency through whom the governors discharge their duties. He has overall responsibility for inclusion and will liaise with the SENCO in order to keep the governing body fully informed.

The Governing Body should, in cooperation with the Head Teacher, determine the school's general policy and approach to Inclusion and SEND Provision.

The named **SEN coordinator** for the school is Mrs Jenny Jones. A member of the governing body, Mrs Jane Inglis takes a special interest in SEN, but the governing body as a whole is responsible for making provision for pupils with special educational needs.

In our school the **SENCo** should work with Class Teachers, Head Teacher and Governing Body to determine the strategic development of the policy.

At TICPS the SENCo:

- *manages the day-to-day operation of the policy*
- *co-ordinates the provision for and manages the responses to children's special needs*
- *supports and advises colleagues*
- *oversees the records of all children with special educational needs*
- *co-ordinates and develops school based strategies for the identification and review of children with SEND*
- *acts as the link with parents after the initial approach by the class teacher*
- *acts as link with external agencies and other support agencies*
- *liaises with local secondary schools so that support is provided for Year 6 pupils as they prepare to transfer*
- *monitors and evaluates the special educational needs provision and reports to the governing body*
- *manages a range of resources, human and material, to enable appropriate provision for children with special educational needs*
- *contributes to the professional development of all staff*
- *ensures there is high quality teaching for children with SEND*
- *produces the school's SEN Information Report and reviews the SEN policy*

The Class Teacher has a vital role to play in Inclusive practice for those who they teach. As they are the people best placed to assess need and implement plans, they should put this policy into action on a day to day basis. Teachers are responsible and accountable for the progress and development of

all pupils in their class, even where pupils access support from teaching assistants or specialist staff'. (SEN Code of Practice 2015)

Their role includes:

- *Being aware of the school's procedures for the identification and assessment of, and subsequent provision for pupils with SEND, of differing needs as stated in this policy*
- *Collaborating with the SENCo to plan (through Individual Education Plans) the action required to assist the pupil to make progress, on collection and analysis of data*
- *Developing constructive relationships with parents*
- *Being involved in the development of the school's SEN policies*

Teaching assistants (TAs) in the classrooms will support all pupils but may be asked to support pupils with special needs through specific interventions to meet personalised targets individually and/or in small groups. Where a child has an EHCP a designated time will be allocated to their support in accordance with the requirements of their EHCP.

EQUAL OPPORTUNITIES AND INCLUSION

Staff ensure that teaching and learning is catered to meet the wide ranging needs of all pupils, taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. Our inclusive environment fosters respect and tolerance towards all and prepares children for full participation in a multi-ethnic society.

Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

- At TICPS we provide an exciting and enriching curriculum which aims to take into account: Pupils' different educational and social needs and aspirations
- Children learn in different ways and different teaching and learning strategies may need to be used.
- Pupils acquire, assimilate and communicate information at different rates.

Teachers respond to children's needs by:

- Planning for pupils to fully participate in all areas of learning including physical/practical activities as well as social skills and communication.
- Providing support for children who need help with communication, language and literacy.
- Developing children's understanding through the use of all available senses and experiences.

- Supporting pupils to socially integrate into the school community to ensure they develop and sustain good friendships.
- Working with all stakeholders to evaluate pupils' strengths and areas for development and use this to inform planning for children.
- Helping children to manage their behaviour for learning to ensure they take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning successfully.

Members of staff plan lessons that incorporate the different learning styles that children have. Teachers may also work closely with outside agencies to find strategies and plan activities to support pupils in their learning and well-being.

Individual Provision Maps (IPMs), which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have a plan like this with individual targets. These are shared with parents during parent teacher meetings and are discussed with pupils (where appropriate).

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

IDENTIFICATION, ASSESSMENT AND PROVISION OF SEND

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. At TICPS, we try to identify the needs of pupils early to ensure pupils receive the support they need as soon as difficulties arise.

Information sharing

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from former school settings during transition to TICPS or between staff when children transition between classes. Likewise, TICPS will ensure information is shared whenever pupils transition to a new school or setting.

Class teachers and the SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.

- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach.

Identification of SEND in pupils speaking English as an additional language (EAL)

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. This may lead to deeper assessment through the Speech and Language Therapist (SALT) or the Ethnic Minority and Traveller Achievement Support (EMTAS) in both English and the child's home language to establish whether similar difficulties are present in both.

Progress as an indicator

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

It is important to note that slow progress and low attainment do not necessarily mean that a child has SEND. Equally, when pupil attainment is in line with or higher than chronological expectations, it should not be assumed that there is no learning difficulty or disability.

As well as lack of progress, other triggers for assessment of need may be:

- concerns raised by parents/carers, teachers, TAs, the child's previous school or healthcare professional.
- change in the child's behaviour or attitude.
- a pupil asking for help.

These triggers may arise at any point during a child's time in school but early identification is vital. These triggers may not necessarily mean a child has SEN but will lead to an assessment of the child's needs followed by either short-term or long-term provision.

A GRADUATED APPROACH

Underpinning all our provision in school is the graduated approach cycle of: Assess, Plan, Do, Review. In order to help children with special educational needs, TICPS will adopt a graduated response. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a finite period. A generic Provision Map is shared in Appendix 2 to show the provision available at TICPS.

SEND register

If no progress is noted after this time the child may be added to the school SEND register with parental permission. Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy 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 usually 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.

The class teacher after discussion with the SENCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCo, parents and young person.

Specialist support

The school may seek specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. Some of the services we work with are:

- Educational Psychology Service
- Sensory Support Team for children with visual or hearing needs.
- Traveller Support Service
- Speech and Language Therapy
- Occupational Therapy Service
- Physiotherapy Service
- Ethnic Minority Achievement Team
- Learning and Behaviour Team
- Social Communication Team

- Children and Adolescent Mental Health Service (CAMHS)
- School Nursing Service
- Social Services
- Play Therapist
- Informal Family Care
- Early Help/Think Family

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IPM continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child'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 learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

These specialist services work most successfully with school, families and other stakeholders in an effective partnership. They are able to support schools and families to assess the needs of pupils and put in place more specialist and targeted support.

Individual Provision Maps (IPMs) (Appendix 1)

The school uses IPMs to write appropriate and achievable targets for pupils. Strategies employed to enable the child to progress against these targets are recorded within the plan which will include information about:

- The short term targets set for the child (shared with support staff, parents and pupils).
- The provision to be put in place.
- How the targets will help the child in their learning (Intended Outcomes)
- Details of frequency, duration and ratio of the provision.
- How the child can be successful.
- A termly review of the provision

Targets are discussed with pupils, where appropriate and shared with parents in termly meetings with class teachers.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENCO. The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

Education, Health and Care Plans

If, despite this additional support, the child continues to demonstrate significant cause for concern, a request for a statutory assessment may be made to the Local Authority (LA). A range of written evidence about the child will support the request, and the LA will then adhere to statutory timescales in gathering assessment evidence and advice, including from the parents or carers, to decide whether an Education, Health and Care Plan (EHCP, formally known as a Statement of Special Educational Needs) needs to be drawn up. Nationally, only a very small proportion of pupils with SEN will require an EHCP. It is a statutory document which outlines the nature of the child's special needs, the type of provision which must be made for them, together with any resources allocation stipulated, and identifies the type of school which can best meet the needs of the child. If our school is named in a child's EHCP, we will take every step possible to make the provision required by the Plan. All pupils with an EHCP will have an IPM, and an annual review of the EHCP, conducted in accordance with the Code of Practice, in which parents and children are involved.

PARTNERSHIP WITH PARENTS

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

We keep parents involved through informal discussions, letters, telephone conversations and review / consultation meetings. When children are receiving additional support, parents will be fully involved in planning the provision and school staff will work hard with parents to agree on desired outcomes. Parents are always informed when staff are concerned about progress and feel their child is in need of additional support. Parents are given opportunities to discuss their child's progress with the class teacher and SENCO whenever the need arises as we have an 'open door' policy.

The school website <http://www.thorneyisland.w-sussex.sch.uk/> contains details of our policy and offer for special educational needs, the Special Educational Needs Information Report including the arrangements made for children in our school with special educational needs.

Parents always have access to the SENCO through a school email (jjones@ticps.co.uk) and parents and children have access to the school website <http://www.thorneyisland.w-sussex.sch.uk/>.

It is the school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity

in addition to the usual school staff. The school has an accessibility policy (available on our website) which is reviewed regularly. As part of this review, we ensure that the school is accessible for all children, including those with physical and sensory needs or where English is not a first language.

ALLOCATION OF RESOURCES

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs (formally Statements of Special Educational Needs). The Headteacher informs the governing body of how the funding is allocated to support SEN. The Headteacher and the SENCO meet annually to agree on how to allocate and use our SEN funding.

FURTHER SUPPORT SERVICES

The Governing Body, together with the SENCO and Headteacher, seek to involve other relevant professionals and organisations in meeting the needs of pupil with special educational needs and supporting the families of such pupils. Details of these services can be provided by the SENCO. Alternatively, information about these services is available from the West Sussex Local Offer, which can be accessed at <https://westsussex.local-offer.org/>. Thorney Island School's contribution to the local offers can be found on the school's website.

TRANSFER OF INFORMATION

The SENCO and class teachers both keep SEN records and these are transferred as appropriate when pupils move to a new class or school.

The SENCO and Headteacher are always willing to meet with parents/carers prior to their child joining the school to share concerns or pass information about specialist support or agencies already working with the child or family. The SENCO also meets with SENCOs from Secondary Schools prior to Year 6 transition. If necessary additional visits to new schools are made by the children to ease the transition. When pupils move to their next school, records will be transferred as soon as the pupil ceases to be registered.

KEY POLICIES

The following key policies are fundamental to the implementation of this policy:

- Admission Arrangements
- Behaviour and Discipline
- Health and Safety
- Assessment
- Teaching and Learning
- Safeguarding and Child Protection
- Policy Statement on Equality and Diversity in Education
- Medicines in Schools
- Intimate Care

- Sex and Relationships
- Drugs Education

MONITORING AND EVALUATION

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and working together to draw up individual plans and targets for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs hold regular meetings.

Evaluating our Success in Inclusive practice

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO and subject coordinators
- Analysis of pupil tracking data and test results
 - for individual pupils
 - for pupil groups
 - for cohorts
- Value-added data for pupils in identified vulnerable groups
- Consideration of each pupil's success in meeting IPM targets
- Termly monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The School Improvement Plan. We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

COMPLAINTS PROCEDURES

The SENCO and Class Teachers work closely with parents of pupils with special needs and will always be the first port of call in case of any difficulty. However, if parental concerns cannot be resolved by these procedures then any complaints should be made following the Complaints Policy, which is accessible from the school website or from the school office.

UPDATED BY MRS JENNY JONES (SENCO)

May 2020

APPROVED BY GOVERNORS ON _____

SIGNED _____

Appendix 1 TICPS Individual Provision Map format
 Appendix 2 TICPS

Provision



Appendix 1 - XXXX's Individual Provision Map

Year Group & Date	Provision/ Intervention	Intended outcome of provision	Frequency, duration and ratio of provision	Delivery of provision	Success Criteria of Provision	Impact of Provision (with date)
Put year group and the date provision is put in place	What extra provision are you going to put in place for this child to support their needs/help them make progress in an area of need? Name of intervention.	What is the aim of this provision? Which area of their needs will it help?	How often will they receive this support and for how long?	Who will provide this support/ provision?	How will you know this provision has had an impact? What will the child be able to do at review that they couldn't do before? What is their entry data?	Put review date. What is the impact of this extra provision? What can the child do now that they couldn't do before? Concrete data is most effective to show this. Include contributions from all (child, parents and TA) where possible. What is the next step?
Notes	Add any relevant notes relating to the Provision above (include dates).					
Year 1 Oct 2018	Phonics Support Group	To help XXXX increase the number of individual phonemes they can read.	3 x 10mins a week in group of 4.	Mrs Spark	XXXX will increase the number of phonemes they can read from 10 to 20.	Dec 2018 - XXXX has worked really hard during these sessions and can now read 22 individual phonemes. They now need to start to blend some of these phonemes to read CVC and CCVC words. Mr & Mrs YYYY report that XXXX has been practising at home. XXXX has enjoyed the sessions and now helps others in class. Mrs Spark has said that XXXX has found the actions really helpful to remember the phonics
Notes	Phonics tested every 2 weeks. Oct 2018 - hearing tested and all clear. Oct 2018 - assessed by SENCo and strategies shared with staff and parents.					

Appendix 2 - Provision Available at TICPS

Stage 1 Quality First Teaching Provision for All	Stage 2 Intervention to support pupils in addition to Stage 1	Stage 3 Specific, targeted support in addition to Stage 1 & 2
Cognition & Learning		
<ul style="list-style-type: none"> • Quality First differentiated curriculum planning and teaching. • TA support in class. • Differentiated delivery e.g. simplified language, slower lesson pace. • Differentiated activity. • Differentiated outcome. • Whole class brain gym activities. • Talk partners. • Collaborative learning. • Seating position • Increased visual aids. • Increased modelling. • Class visual timetable. • Illustrated dictionaries • Use of writing frames. • Practical maths resources e.g. counters, number lines, 100 squares, cubes, Numicon etc. • Multi-sensory activities for literacy. • Flashcards (_ x_mins weekly) • Alphabet/phonics support aids e.g. word mats, working wall, dictionaries. • Differentiated expectation of attention to task. • Access to ICT. • Individual reading with adult. • Spelling and handwriting sessions. 	<ul style="list-style-type: none"> • Increased TA support in class. • High frequency word games. • Flashcards (_ x_mins weekly) • Small group support for Literacy in class (_ x_mins weekly). • Small group support for maths in class (_ x_mins weekly). • Targeted TA small group support outside Literacy and Maths lessons. • Small group handwriting sessions. • Additional individual reading with an adult. • Additional guided reading sessions. • Letters and Sounds phonics. • Jolly Phonics extra sessions. • Precision teaching for _____. • Minute Games for _____ • Pre-teach vocabulary. • Multi-sensory spelling practice groups. • Use of ICT games for reinforcement. • Specific brain gym activities. • Booster Maths groups. • Booster Literacy groups. • Pets as Therapy reading sessions. • Peer reading sessions. • SNIP Literacy Programme 	<ul style="list-style-type: none"> • Higher level TA support in class (1:1 or 1:2) • Individual targets for specific programmes following interventions from outside agencies. • Precision teaching (ideally daily 10 mins 1:1). • Jump Ahead (_ x_mins weekly). • Specific ICT software. • Additional small group/individual guided sessions focussing on needs led provisions that are delivered with increasing regularity. • Some specific individual Literacy provision in line with severity and complexity of need. • Some specific individual Maths provision in line with severity and complexity of need. • Toe-by-Toe (_ x_mins weekly 1:1) • Plus 1/Power of 2 • Word Wasp • Individual arrangements for SATs. • Dyslexia programme. • Use of ICT. • Additional planning and arrangement for transition. • Outreach advice and recommendations.
Communication & Interaction		
<ul style="list-style-type: none"> • Quality First differentiated curriculum planning and teaching. • TA support in class. • Good listening rules. • Simplified language used. • Writing with symbols/images to support vocabulary and concepts. • Structured school and classroom routines. • Class visual timetable. • Increased visual aids/modelling/prompts. • Differentiated curriculum delivery e.g. simplified language or minimal use of language. • Differentiated outcome. • ICT resources and programs to aid and support recording. • Talk partners. 	<ul style="list-style-type: none"> • Group support for language enrichment. • Speech and Language group support exercise with TA (_ x_mins weekly) • Individual visual timetable. • Playground monitoring. • Instructions broken down into small steps (2/3 ICWs). • In class support from TA to ensure understanding of the task. • TA support for contributions to whole class/group discussions. • Paired talking with language enriched child. • Pre-teach vocabulary. • Social stories/social skills group. • Black Sheep Press resources. • Language enrichment group. • Access to Lunchtime club. • Specific ICT programs to aid recording. 	<ul style="list-style-type: none"> • Additional small group/individual guided sessions focussing on needs led provisions that are delivered with increasing regularity. • Alternative means of communication e.g. teacher/class use of signing/makaton. • Speech and Language Service programme delivered by school. • Support from Speech and Language Service. • Individual social interaction and communication support. • Individual visual/written timetable. • Instructions broken down into small steps (1/2 ICWs). • Increased and specific use of ICT. • Narrative Therapy Group (small group(_ x_mins weekly). • Additional planning and arrangements for transition.

Stage 1 Quality First Teaching Provision for All	Stage 2 Intervention to support pupils in addition to Stage 1	Stage 3 Specific, targeted support in addition to Stage 1 & 2
Social, Emotional and Mental Health Difficulties		
<ul style="list-style-type: none"> • Positive whole school positive ethos. • Assemblies. • Whole school behaviour policy. • Whole school and class rules. • Whole school and class reward systems. • Positive behaviour management. • Circle time/PSHE/SEAL activities & resources. • Stickers • Lunchtime Supervisors activity sessions. • Brain gym. • Time out. • Home-School book. 	<ul style="list-style-type: none"> • Emotional Literacy small group sessions with TA. • Support for unstructured activities. • Buddy system for playtimes. • Playground monitoring • Social Skills group training e.g. turning taking, social stories, role play. • Additional support at break and lunch times. • Small group circle time. • Individual reward system. • Behaviour log. • Prompts and reminders - TA support. • Home-School book. • Increased home-school links. • Support in class from TA. • Homework club – includes children with difficult home circumstances. • Drawing and Talking Therapy. 	<ul style="list-style-type: none"> • Additional small group/individual guided sessions focussing on needs led provisions that are delivered with increasing regularity. • Increase in level of 1:1 support as appropriate including lunchtimes and breaks. • Anger management sessions. • Social Stories. • Individual counselling. • Individual arrangements for tests/SATs. • 1-1 behaviour programme e.g. individual reward system, anger management techniques. • 1-1 TA support. • Regular home-school meetings. • Emotional Literacy programme. • Outside agency support. • Pastoral Support Plans. • Additional planning and arrangements for transition.
Sensory and/or Physical		
<ul style="list-style-type: none"> • Flexible teaching arrangements e.g. seating, child being able to move at will to access lesson. • Staff aware of impairment. • Medical support. • Brain gym exercises. • Availability of resources (e.g. pencil grips/matt laminates/enlarged fonts etc) • Writing slopes • Quiet areas. • Seating position. • Access to ICT. 	<ul style="list-style-type: none"> • Brain gym exercises (daily). • Additional handwriting practice. • Speed Up kinaesthetic handwriting programme. • Targeted fine motor skills and hand skills opportunities. • Jump Ahead (__ x __mins weekly). • Fizzies programme. • Write Dance • Keyboard skills group training. • Specific ICT programmes. 	<ul style="list-style-type: none"> • Jump Ahead (__ x __mins weekly). • Teoderescu Handwriting intensive scheme. • Individual support in class and PE to facilitate learning e.g. enlarging & adapting learning materials. • Individual handwriting/fine motor/keyboard skills training. • Physiotherapy programme. • Occupational Therapist programme. • Speech therapist programme. • Braille • Makaton • Access to specialised ICT equipment. • Individual arrangements for tests/SATs. • Other outside agency support. • Additional planning and arrangements for transition.