



## OUR PROVISION FOR PUPILS WITH SEND

### Communication and Interaction

#### 1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Identification is by the class teacher via whole school assessment pupil teaching, information from transferred schools, parental information, standardised test, in class assessments.</li> <li>• Assessment by and intervention from speech and language therapist, on referral.</li> <li>• If after assessment a program is set in place this is reviewed regularly by class teacher and other staff supporting children.</li> <li>• The progress is shared every term with parents and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated curriculum, planning, tasks, delivery and outcome</li> <li>• Simplified timetables</li> <li>• Visual timetables</li> <li>• Consistent routines and expectations</li> <li>• Use of ICT</li> <li>• Use of talk partners during whole class and group learning sessions</li> <li>• Circle time</li> <li>• Use of drama and hot seating</li> </ul> <p><i>Receptive language issues:</i></p> <ul style="list-style-type: none"> <li>• Make sure that instructions are simple and clear.</li> <li>• Provide support for children to make sure that they understand what is expected.</li> </ul>	<ul style="list-style-type: none"> <li>• The class teacher through good/outstanding teaching and that the curriculum is adapted to meet pupils needs.</li> <li>• In class support with TA</li> <li>• Small group work</li> <li>• Personalised programs</li> <li>• Speech and Language support from therapist/specialist TA in school</li> <li>• Midday and play time supervisors support during unstructured times during the day.</li> <li>• Support to develop confidence in speaking in class.</li> </ul>

	<p><i>Expressive language issues;</i></p> <ul style="list-style-type: none"> <li>• Build time in for children to take part in activities to develop expressive language.</li> <li>• Provide support for children through experienced teaching assistants in the class.</li> </ul>	
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## 2. Autistic Spectrum Disorder/Conditions

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Identification is by the class teacher and other staff leading to referral for formal diagnosis.</li> <li>• Assessment by and intervention from specialist outside agencies</li> <li>• Tracking progress through the national curriculum and identifying barriers to learning.</li> <li>• Getting to know the child well and understanding patterns of behaviour or specific needs and responding to these.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent rules, routines and reasons</li> <li>• Visual timetables/aids</li> <li>• Consistent expectations</li> <li>• Clear simple instructions</li> <li>• Be aware of sensory distractions: noise, texture, colours, smells in the environment and adapt classroom as appropriate.</li> <li>• Provide adaptations to the curriculum or style of teaching to cater for individual needs -</li> </ul>	<ul style="list-style-type: none"> <li>• Small group work where necessary</li> <li>• At unstructured times support staff and supervisors are made aware of the needs of specific children.</li> <li>• Refer children to Behaviour Support Advisory Teachers (BSAT) or Woodlands Outreach Service for advice.</li> <li>• Refer children to educational psychology service for advice.</li> <li>• Refer to CAMHS for advice</li> </ul>

<ul style="list-style-type: none"> <li>• If after assessment a program is set in place this is reviewed regularly by class teacher and other staff supporting the children.</li> <li>• The progress is shared every term with parents and pupils.</li> </ul>	<p>e.g. giving clear, precise and direct instructions.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
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## Cognition and Learning:

### 1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Identification is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised test, in class assessments.</li> <li>• Assessment by and intervention by class teacher with guidance from SENCO</li> <li>• After assessment a Provision Map is set in place this is</li> </ul>	<ul style="list-style-type: none"> <li>• Multisensory equipment/activities given where appropriate to demonstrate concepts.</li> <li>• Given non-verbal/verbal reasoning tasks.</li> <li>• Sequencing activities</li> <li>• Memory training games</li> <li>• Teaching the meaning of subject specific vocabulary and having word banks</li> <li>• Use of ICT and computer programs and games</li> </ul>	<ul style="list-style-type: none"> <li>• Small group/1:1 support for children by specialist teacher for phonics</li> <li>• Small group/1:1 support for children by specialist teacher for maths</li> <li>• 1:1 support for reading by voluntary reading helpers</li> <li>• Small group support in class through individual and guided reading</li> </ul>

<p>reviewed regularly/every term by class teacher and other staff supporting the children.</p> <ul style="list-style-type: none"> <li>• The progress is shared every term with parents and pupils.</li> <li>• Refer to LSAT for additional support and advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual time tables/resources around the class</li> <li>• Differentiated homework given in form of phonics games, maths games</li> <li>• Checklists/writing frames/dictionaries/modelling</li> <li>• Relevant targets from Provision Maps are written in work books to remind children/support staff the focus for literacy/numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated and small group support in writing and guided writing sessions</li> <li>• Differentiated and small group support for maths</li> </ul>
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## 2. Specific Learning Difficulties e.g. Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Identification but not diagnosis is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised test, in class assessments leading to referral for formal diagnosis.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow advice from outside agencies</li> <li>• Adapt to children by using different learning styles, for example, precision teaching, multi-sensory learning</li> <li>• Differentiating work</li> <li>• Providing support from the teaching or teaching assistant in</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of resources to support learning above and beyond what is already in the classroom</li> <li>• Lesson observation by the LSAT - noting the individual learning styles of the pupils</li> </ul>

<ul style="list-style-type: none"> <li>• Formal assessment by Learning Support Advisory Teacher (LSAT)</li> <li>• After assessment personal targets are set in place this is reviews regularly/every term by class teacher and other staff supporting the children</li> <li>• The process is shared every term with parents and pupils</li> </ul>	<p>small groups or on an individual basis</p> <ul style="list-style-type: none"> <li>• Providing support for pre-learning</li> <li>• Providing a variety of resources to support learning above and beyond what is already in the classroom</li> <li>• Provide extra time where needed to complete tasks</li> <li>• Provide tasks in small steps/small amount of work at a time</li> </ul>	<ul style="list-style-type: none"> <li>• Providing support for parents by recommending resources to use at home</li> <li>• Regular feedback to parents/carers and giving parents/carers suggestions of how they can help their child at home</li> <li>• Dynamo maths is a specialised programme which we use with children who have dyscalculia</li> </ul>
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### Social, Mental and Emotional Health

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Identification by the class teacher followed to specialist agencies if necessary.</li> <li>• Children observed in class and at lunchtimes and playtimes. Are children experiencing behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a personalised approach to learning for that child (use of one page profiles)</li> <li>• Providing support - having a designated adult to work with the child.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of TA who is trained using Emotional Literacy Support (ELSA) who provides specific support to children within school</li> <li>• Refer to outside agencies as appropriate, e.g. Woodlands</li> </ul>

<p>problems, are they withdrawn, attention seeking etc?</p> <ul style="list-style-type: none"> <li>• Get to know individual children well through working closely with all children in groups for example.</li> <li>• Tracking progress through the national curriculum and identifying barriers to learning.</li> <li>• Refer to outside agencies for support for the child and family.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop resources to support children, e.g. a memory box in the case of bereavement.</li> <li>• Having a calm area where children can go to think and talk.</li> </ul>	<p>Outreach, CAMHS, bereavement counselling.</p> <ul style="list-style-type: none"> <li>• Early help advice and Family Support Officer who can help with support bridging home and school to ensure continuity</li> <li>• Training children about E-safety</li> <li>• Staff keeping up to date with new emerging priorities</li> <li>• The Headteacher is involved with the local safe guarding board</li> <li>• Supporting families with multiagency involvement</li> </ul>
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## Sensory and/or Physical

### 1. Hearing impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Identification by the class teacher information from transferred school, parental information.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum distance between teacher and child to facilitate lip reading</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 specialist teacher in class</li> <li>• Good home school links</li> <li>• 1:1 specialist teacher support on vocabulary and speech</li> </ul>

<ul style="list-style-type: none"> <li>• Assessment and intervention by class teacher with guidance from SENCO/specialist agencies.</li> <li>• If after assessment an Provision Map is set in place this is reviewed regularly/every term by class teachers and other staff supporting the children.</li> <li>• Referral to Sensory Inclusion Service if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an optimal hearing environment by using noise dampening materials</li> <li>• Be aware if background noise in different environments that may affect hearing</li> <li>• Have clear visual aids</li> <li>• Word banks and precise teaching of subject specific vocabulary</li> <li>• Face child in every oral communication</li> <li>• Have specialised equipment for hearing impaired</li> <li>• Teaching assistant may be needed to repeat instructions to the child</li> </ul>	<ul style="list-style-type: none"> <li>• All staff made aware of difficulty in school during high noise level activities such as playtime, dinner times, PE to ensure safety of the child</li> <li>• 1:1 support with specialist teacher when on school trips.</li> <li>• Awareness of health and safety issues such as not hearing the fire alarm.</li> </ul>
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## 2. Visually impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Identification by the class teacher information from transferred school, parental information.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that children who wear glasses are clear about when they are to be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Gain advice and support from outside agencies such as sensory inclusion</li> </ul>

<ul style="list-style-type: none"> <li>• Reception age children will have a sight test in school.</li> <li>• Contact parents/carers if we feel there is a problem and ask them to take their child for an eye test.</li> <li>• Track pupils - refer to Sensory Inclusion Service if appropriate.</li> <li>• Monitor pupil's ability to track print.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit children in an appropriate place in the classroom.</li> <li>• Provide work on coloured paper on recommendation from outside agencies.</li> <li>• Provide coloured overlays to assist reading on advice from outside agencies.</li> <li>• Adaptation of classroom resources at enlarged size to aide reading.</li> <li>• Use of laptop if suitable for recording written work.</li> <li>• If advised by the Sensory Inclusion Service touch typing to help with writing at speed.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt the environment where necessary</li> </ul>
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### Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• Identification by the class teacher information from transferred school, parental information</li> </ul>	<ul style="list-style-type: none"> <li>• Provide suitable equipment for children on the advice of outside agencies, e.g. writing slopes, pencil grips, stress balls.</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Occupational Therapy</li> <li>• Use of specialised equipment in classrooms</li> </ul>

<ul style="list-style-type: none"><li>• Observation of children in class, at playtimes, lunchtimes etc.</li><li>• Lesson observations, watching external coaches teaching PE</li><li>• Liaise with school nurse/health visitor</li><li>• Liaise with Occupational therapy and physiotherapist</li></ul>	<ul style="list-style-type: none"><li>• Provide suitable activities to develop skills.</li><li>• Ensure tables and chairs are the correct height.</li><li>• Ensure that the environment is free from clutter and is tidy and organised.</li><li>• Regular PE sessions with extra adult support and differentiated activities.</li><li>• Forest school sessions for Foundation stage - encourage skills such as climbing and balancing.</li></ul>	<ul style="list-style-type: none"><li>• Teaching assistant support on an individual basis or in small groups</li></ul>
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