



WILSDEN PRIMARY SCHOOL: PROVISION FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)



The School Information Report: January 2019

The Local Offer or Summary of Provision for children and young people with Special Educational Needs and Disabilities (SEND)

This SEN information report has been written in response to the revised Special Education Needs Code of Practice (2014) and aims to publish information about the implementation of our SEND policy.

Our full SEND policy is available on the school website. Our SEND information report reflects Bradford's Local Offer which can be accessed through <https://localoffer.bradford.gov.uk/thelocaloffer.aspx>

Wilsden Primary school is a fully inclusive school. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the [guidance from Bradford Metropolitan District Council's Children's Services for SEN](#). This is based on an Assess-Plan-Do-Review, three range structure. See Appendix1

Our local offer is intended to give you the information regarding the approaches we use to ensure all of our pupils are supported, including those with **Special Educational Needs and Disabilities (SEND)**, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Definition of SEND.

Pupils are identified as having SEND when they have a greater difficulty in learning than the majority of children of the same age and/or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age within the areas of the Local Education Authority. Once we have identified a pupil as having SEND we work collaboratively with the family and appropriate agencies, implementing specific needs-based plans and pupil profiles, which support the pupil's development and accelerate progress.

Who's who at Wilsden Primary School?

All our staff are involved in and committed to providing education and support for SEND pupils. The Code of Practice in the Children and Families Act 2014 states:

'Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers and SENCOs and parents should collaborate on problem-solving, planning support and teaching strategies for individual pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.' Paragraph 6.5.

The class teacher and support staff therefore have day to day responsibility for ensuring that academic, social and emotional support is given to your child. This will happen through giving your child time to communicate and discuss issues that are worrying them and being pro-active in putting provision in place which supports the development of their skills. Differentiated work will be provided in lessons with support from staff who will work to promote and facilitate your child's independence as a learner.

Pupils with an Educational Health Care Plan (EHCP) are supported by the class teacher and a designated support staff member. Their provision is co-ordinated and monitored by the SENCo and reviewed at least annually.

We have a highly motivated, enthusiastic team of colleagues including an Inclusion manager, and teaching assistants who support additional needs in the classroom.

If you are concerned about your child please contact their class teacher in the first instance or one of the staff listed below:

Mr Andrew Chadwick (Deputy Headteacher / SENCo),

Miss Emily Shoesmith (Phase leader for Reception, Y1 and Y2) / Mrs Rebecca Faulkner (Phase leader for Y3, 4, 5, 6)

Headteacher: Mr John Davison.

Governor with responsibility for SEND: Mr Darren Webb

WORKING WITH PARENTS

At Wilsden Primary School, pupils and parents will be at the heart of decision-making, ensuring high quality provision which is carefully planned around the specific needs of the pupil. Our provision puts a greater emphasis on understanding and addressing pupils' wider needs, resulting in a more personalised approach. We believe in working in partnership with parents. Reviews of IEPs for children on Range 1 and 2 are held at least termly to discuss progress. Children on Range 3 and Range 4 will have MSP / EHCP which will be formally reviewed annually but discussed and monitored regularly.

EDUCATION HEALTH CARE PLAN (EHCP)

For children who are at Range 4, The Education Health Care Plan has replaced the Statement of Educational Needs. It includes in one document: **Special educational provision, health provision and social care provision.**

The EHCP describes the pupil's strengths, progress, attainment and needs, and sets targets that are reviewed annually along with the provision (ie the support provided) to help the pupil achieve the desired outcomes.

If your child has a Statement of Special Educational Needs or an Education, Health and Care Plan, then we will provide the support detailed in the plan. Bradford Children's Services SEN department will be responsible for the EHCP and reviews will be held at least once a year to ensure the pupil's needs are being met.

EARLY HELP

In order to help your son/ daughter achieve their learning potential we may ask your permission to refer them to the early help team. A member of staff will ask you to provide information about your child and your family and in your presence we will fill in the referral form. We will only include information that you tell the member of staff. The form will provide an overview of your family and will help us to decide together what we need to organise next. It is a confidential document and will not be shared with anyone unless you have given your permission to do so.

We hold regular meetings to monitor the plan and make changes, when necessary, to the plan. We call these meetings Team Around the Family Meetings – a meeting where you and your child consult with the team members to implement the plan developed to support your child.

Families who have been involved in the Early Help process have found it to be beneficial and outcomes are discussed at regular review meetings. The agreed referral to appropriate agencies has helped parents to support their child/ren within the home setting and to be successful learners at Wilsden Primary School.

PROVISION FOR PUPILS WITH DISABILITIES AND ADDITIONAL EDUCATIONAL NEEDS

Admissions

At Wilsden Primary School we look at the educational needs of a pupil with disabilities and, in liaison with all other professionals involved with the pupil, plan a comprehensive support package, which will allow for measurable learning opportunities, including the use of specialised equipment if appropriate, to be put in place. This means that the pupil and all adults involved in supporting the pupil will meet regularly to plan the educational provision best suited to the needs of the individual pupil.

Discrimination

At Wilsden Primary School we have an Equalities Policy, therefore every pupil is provided with equal opportunity to access all aspects of our curriculum.

Access

At Wilsden Primary school, the building is accessible and we have facilities to accommodate physical disabilities. We recognise that there is always room for improvement, and we would welcome any further suggestions as to how we could improve our accessibility to all, whatever their disability. If you have any suggestions to make in this area please do not hesitate to contact Mr John Davison (Headteacher) or Miss Harriette Lee (Business Manager).

SEND support

The Governing body is confident that every pupil with additional educational needs and disabilities who is currently on roll at Wilsden Primary School will be provided with an educational support package designed to cater for their individual educational and/or physical requirements. The Governing Body are informed of any changes of policy which may affect the education of pupils with additional educational needs, and in what way the school will respond to those changes.

If you have any queries please do not hesitate to contact Mr Andrew Chadwick, SENCO or Mr Darren Webb, SEND Governor, at school.

The role of Support Staff at Wilsden Primary School,

Support Staff including Teaching Assistants have high expectations of all pupils and use their subject knowledge to enable all pupils to achieve the learning objective in lessons. Teaching staff plan lessons to make effective use of support staff, therefore their impact is significant in contributing to the learning and achievement in our classrooms.

In addition our Support staff are involved in delivering one-to-one/small group interventions linked to pupils' Individual Education Plans, and also Range 3 interventions recommended by external agencies for example the Autism team, Cognition and Learning Team or Physical and Medical team. These include Precision Teaching, ELKLAN Speech and Language support, Play Therapy, Physiotherapy programmes, Social Skills groups, Alphabet Arc activities and numerous others delivered on a one-to-one and small group basis. This helps our SEND pupils in becoming more confident, independent learners and enables them to achieve their targets.

Policies relating to SEND

The range of following policies underpins our SEND offer; Accessibility Plan, Anti-bullying Policy, Attendance Policy, Child Protection Policy, Equalities Policy, Health and Safety Policy, Inclusion Policy, Positive Behaviour Policy, Positive Handling Policy, Race Equality Policy, Safeguarding Policy, Special Educational Needs Policy, Education of Looked After Children Policy, Teaching and Learning Policy.

Links with outside organisations

Wilsden Primary School works in a collaborative partnership with many different agencies. Listed below are some of the outside agencies with whom we work collaboratively:

- Bradford Children's Services: Special Educational Needs Team, Early Intervention Team,
- Autism Spectrum Team, Visual Impairment Team/Hearing Impairment Team.
- Cognition and Learning Team, Physical and Medical Team
- Social, Emotional and Behavioural Difficulties Team, School Nursing Team,
- Educational Psychology Team, Speech and Language Therapy Service,
- Child and Adolescent Mental Health Service (CAMHS), Families First Team,
- Bradford Council Social Care team (Child Services), Barnado's SENDIAS team,
- Bradford Health Authority Paediatric Services including the Child Development Centre,
- ESCAYP – Emotional Support for Children and Young People.

Are staff members trained to support pupils with SEND?

All staff members have on-going training in a range of special educational needs and disabilities as part of continuous professional development within school. For example, several of our staff have been trained in 'Team Teach' de escalation and positive handling strategies; classteachers and TAs have attended workshops provided by the Speech and language Therapy team, and have visited the Autism Hub for advice on strategies for individual pupils.

Epipen training has been provided in school to equip staff to support pupils with severe allergies, and SENCo, first aiders and class teacher were trained to recognise and react appropriately to symptoms of hypoglycaemia.

Specialist teachers and practitioners from the Cognition and Learning Team have trained support staff in Precision Teaching and 20/20 reading and a specialist teacher from the Autism team has delivered a session on the use of SCERTs. The SENCo attends Focus Trust SEN Forums to share good practice with colleagues in other Focus Trust Academies.

A range of training is planned for the Spring and Summer term.

Roles and responsibilities of SEND staff at Wilsden Primary School

- Ensuring that all pupils with special educational needs/disabilities are provided with the opportunity to achieve personal, social, emotional and academic success
- Advising teaching and support staff about the individual needs of pupils with special educational needs/disabilities
- Assessing pupils to ensure that the most appropriate access arrangements are put in place during formal assessment periods
- Providing additional out of lesson activities to ensure the progression of individual pupils and groups of pupils
- Co-ordination of support staff in class to ensure that all pupils with SEND achieve appropriate provision to ensure academic progress in line with their personal targets
- Conduct screening of various conditions

Looking after the learning and long term needs of pupils with physical and medical needs:

- Supervising and recording the administration of prescribed medicines
- Completion of health care and medical support plans for individual pupils. Ensuring appropriate provision is in place
- Ensuring that correct procedures are applied when administering medicines during school trips/visits
- Ensuring all access strategies are in place for the pupil
- Providing opportunities for staff to be trained to supervise diabetic, epileptic and severely allergic pupils

Looking after the learning progress of pupils who are in the care of Bradford or neighbouring local authorities by:

- Monitoring academic progress every half term
- Attending Looked After Children (LAC) and Team Around the Child (TAC) reviews

- Maintaining close liaison with Carers, Children's Services and parents
- Ensuring that the pupil's viewpoint is done in time for each subsequent review
- Submitting attainment data to the Local Authority termly
- Ensuring that the Pupil Premium Plus funding is spent appropriately

Looking after the learning progress of pupils who have been placed on the Child Protection Register or who are subject to a Child in Need plan by:

- Ensuring that confidentiality is maintained and that the pupil is provided with a discreet and confidential individual support package within the school setting
- Attending core group meetings to ensure protection plans are adhered to
- Liaison with other professionals
- Allocating key/trusted adults are available during the school day to provide support for the pupil if required

Looking after the learning progress of pupils with temporary/long-term behaviours which impact on them accessing full-time mainstream education by:

- Providing behaviour support plans and personalised provision for pupils so that they will achieve academic success as well as social/emotional support to address barriers to their learning.

Maintaining Progress by:

- Convening a **Team Around the Family (TAF)** or Multi-disciplinary meeting, whereby all professional agencies involved with the pupil meet with pupil and parents/ carers to discuss and agree a way forward to provide support for learning and behaviour
- Liaising closely with parents and external providers as appropriate eg. Local Authority specialist teams, when it becomes appropriate for pupils to be educated in a more specialist setting.

Does my child have a disability?

The Equality Act 2010 states that a person has a disability ***if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.***

A ***physical or mental impairment*** includes:

- Learning difficulties,
- Medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema,
- Specific learning difficulties, including dyslexia, autism, speech, language and communication difficulties,
- If the impairment has a ***substantial and long-term effect*** on a person's ability to carry out normal day-to-day activities it may amount to a disability.
- 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.

A young person has a ***learning difficulty or disability*** if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age, ***or***

(b) 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 a mainstream school.

If you would like to discuss your son or daughter please contact your child's class teacher, the phase leader or the SENCo.

Teaching, learning and assessment.

We use data to accurately track pupil progress four times per year. Your child will be set challenging targets. You will also be informed about your child's targets. Our aim is to support your child in attaining their targets.

Children who are Range 1 and 2 of the SEN Code of Practice have an Individual Education Plan, detailing specific targets and the support they will receive to help them achieve those targets. These are reviewed at least termly and copies are available for parents.

We share examples of good practice during staff training/meetings and subject specific meetings. Moderation of pupils' work takes place on a regular basis both 'in-house' and with local schools. Sharing information enables colleagues to work together to overcome barriers to learning. Effective support is given to pupils to enable them to undertake assessments to the best of their ability.

If you would like any further information about what we offer at Wilsden Primary School then please do not hesitate to contact us directly.

Please see the Glossary of Acronyms and their associated meanings at the end of this document.

We hope that you have found this information useful and that any questions or concerns you may have about Special Educational Needs and Disabilities at Wilsden Primary School have been answered.

We will be continually updating this Local Offer in the light of the Children and Families Act which became law in September 2014 and in line with Local Authority recommendations.

Be assured, at Wilsden Primary School, we continually strive to ensure the best outcomes for your child.

ACRONYMS and their associated meanings:

SEND	Special Educational Needs and Disabilities	TALC	Teaching and Language Corporation
EHCP	Education, Health and Care Plan	SCERTS	Social Communication, Emotional Regulation and Transactions Support
LA	Local Authority	IEP	Individual Education Plan
SENCO	Special Educational Needs Co-ordinator	IDP	Inclusion Development Plan
SENDIAS	Special Educational Needs and Disabilities Advice and Information Service	C/YP	Child/Young Person
ELKLAN	Speech and Language Support and Training for 5-11 years	PSHCE	Personal, Social, Health and Citizenship Education
TAC	Team Around the Child	EYFS	Early Years Foundation Stage
EP	Educational Psychologist	SLCN	Speech, Language and Communication
AS	Autism Spectrum	MLD	Moderate Learning Difficulties
VI	Visual Impairment	SLD	Severe Learning Difficulties
HI	Hearing Impairment	SpLD	Specific Learning Difficulties
MSI	Multi-sensory impairment	QFT	Quality First teaching
LD	Learning Difficulties	BSO	Bradford Schools Online
PD	Physical Difficulties	ICT	Information and Communication Technology
SEBD	Social Emotional and Behavioural Difficulties	SMART	Specific, Measurable, Achievable, Realistic Targets
SALT	Speech and Language Therapy	SEAL	Social, Emotional Aspects of Learning
CAMHS	Child and Adolescent Mental Health Services	QTMSI	Qualified Teacher of Multi-Sensory Impairment.
CDC	Child Development Centre (St. Luke's Hospital)	QTVI	Qualified Teacher of Visual Impairment

LAC	Looked After Children	STDC	Specialist Teacher of Deaf Children
NC	National Curriculum	TOD	Teacher of the Deaf
CASPA	Comparison and Analysis of Special Pupil Attainment	VAK	Visual, Auditory and/or Kinaesthetic learning styles
CL	Cognition and Learning	SME	Social, Mental and Emotional health
CI	Communication and Interaction	S/P	Sensory and /or Physical incl. Medical conditions
MSP	My Support Plan		

Appendix

		Range 1	Range 2	Range 3
Communication and Interaction Needs:	Autistic Spectrum Conditions	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. SENCo may be involved in more specific assessments and observations <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets <ul style="list-style-type: none"> Parents involved regularly and support targets at home Pupil involved in setting and monitoring targets <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with specific support for targets which involve communication and interaction <p>Opportunities for over-learning basic concepts within a small group</p> <p>Human resources and staffing</p> <ul style="list-style-type: none"> Flexible use of resources and staffing available in the classroom Support to promote social skills and interactions with peers and over-learning of basic concepts Support with recording of work <p>Curriculum & teaching methods</p>	<p>Assessment</p> <ul style="list-style-type: none"> As Range 1 plus use of more detailed NC assessment tools e.g. B Squared/PIVATS Involvement of education and non-education professionals as appropriate <p>Planning</p> <ul style="list-style-type: none"> Curriculum plans reflect levels of achievement and includes individually focused IEP targets, especially Speech and Language components and PSHCE <p>Additional steps taken to involve parents and pupil as appropriate</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class based, but with some opportunity for small group and individual work to target specific needs involving communication and interaction A quiet area within the classroom may be useful for individual work An individual table/area within the classroom may be helpful for independent working to offer opportunities for distraction free learning Opportunities for one to one support <p>Human resources and staffing</p> <ul style="list-style-type: none"> Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. This may also involve some modification to the environment (low stimulus; distraction-free) Use of support to implement specific materials, approaches and resources as appropriate. E.g. Circle of Friends; Social Stories; Social Stories as needed Support from other agencies as appropriate. Eg.. Autism Team (SEN Services), Hub schools, SALT <p>Curriculum & teaching methods</p>	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more specialised assessment tools. E.g. SCERTs, ABA, TEACCH. Where appropriate staff and other agencies will offer support as appropriate <p>Planning</p> <ul style="list-style-type: none"> Whole school understanding of pupil's needs Consideration of more specialised planning frameworks. E.G SCERTS, ABA, TEACCH to prepare for the school day <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with targeted support The need for small group work and one to one to develop individual targets and introduce any new concepts Access to a quiet area within the classroom when needed It is likely that an individual table/work area would be useful to help focus learning and to offer opportunities for distraction free learning <p>Human resources and staffing</p> <ul style="list-style-type: none"> Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding Use of support to implement specific materials, approaches and resources as appropriate e.g. Circle of Friends, Socially Speaking, and Social Stories Support from other agencies as appropriate. E.g... Autism Team (SEN Services), Hub schools, SALT <p>Curriculum & teaching methods</p>

	Range 1	Range 2	Range 3
	<ul style="list-style-type: none"> • Flexibility will be needed in expectations to follow instructions/ record work • Instructions supported by visual and written clues • Preparation for any change and the need for clear routines • Reduction of complex language especially when giving instructions 	<ul style="list-style-type: none"> • Curriculum access will be facilitated by using a structured approach, which may involve: using visual systems or timetables; reducing language for instructions/ information giving • Teaching strategies should give consideration to difficulties with transfer of skills • Teaching approaches should take account of difficulties in the understanding of social rules and expectations within the classroom; slow processing of information and organisational issues 	<ul style="list-style-type: none"> • Curriculum access will be facilitated by using a structured approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom • One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations • May need enhanced PSE teaching to ensure skills embedded

	Range 1	Range 2	Range 3
<p>Speech, Language and Communication Needs</p>	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. SENCO may be involved in more specific assessment and observations. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets. Planning shows opportunities for some small group targeted talk and differentiated questions Parents involved regularly and support targets at home. Pupils involved in setting and monitoring their targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need e.g. listening/ expressive language. Time limited 1:1 programme based on specific need and any SALT programme as appropriate Attention to position in the classroom and acoustics (See Acoustic Toolkit) <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice from SENCO. Additional adults routinely used to support flexible groupings, differentiation and some 1:1. <p>Additional adults actively support pupils by modifying teacher talk and scaffolding responses during introduction and plenary.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Increased differentiation by presentation and/or outcome e.g. visual aids, modelling responses, allowing time to answer Simplify level/pace/amount of teacher talk. High quality use of language modelled by all adults in school Increased emphasis on identifying and teaching to preferred learning style. Some use of specific group or 1:1 programmes for speaking and listening 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 1 plus use of more detailed NC assessment tools e.g. B Squared /PIVATS. Involvement of education and health professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets. Planning shows evidence of increased opportunities for targeted talk and some individually planned questions Additional steps taken to engage pupil and parents as appropriate. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with regular targeted small group support. Time limited programmes of small group work based on identified need. Ongoing opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate. Attention to position in the classroom and acoustics <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. <p>Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Increasingly individualised programme including modified tasks within an inclusive curriculum. Modify level/pace/amount of teacher talk to pupils' identified need. Teaching methods adapted to suit individual's identified learning style (eg VAK). Opportunities for explanation, clarification and reinforcement of lesson content and language. Individual targets within group programmes and/or 1:1 for speaking and listening. 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more systematic application of assessment tools. Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific. There are targeted opportunities for talk and individually differentiated questions, shown on planning Additional steps taken to engage pupil and parents as appropriate e.g. through ICAN materials, parent training or information sessions <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class, predominantly working on modified curriculum tasks. Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate. <p>Attention to position in the classroom and acoustics</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. <p>Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Tasks and presentation personalised to pupil's needs. Individualised level/pace/amount of teacher talk. Learning style determines teaching methods. Emphasis on consolidation and lateral progress before introducing new skills.

		Range 1	Range 2	Range 3
				<ul style="list-style-type: none"> • Regular opportunities for explanation, clarification and reinforcement of lesson content and language. • Small steps targets within group programmes and/or 1:1 for speaking and listening.
Cognition and Learning Needs:	Moderate Learning Needs	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. • e.g. LD Baseline <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include QFT strategies • Parents and children involved in monitoring and supporting their targets. <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on identified need e.g. listening/thinking. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from SENCO. <p>Additional adults routinely used to support flexible groupings and differentiation</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Differentiation by presentation, activity and/or outcome. • Simplify level/pace/amount of teacher talk. • Emphasis on identifying and teaching gaps highlighted by LD Baseline assessment. • Opportunities for skill reinforcement/revision <ul style="list-style-type: none"> • /transfer and generalisation. 	<p>Assessment</p> <ul style="list-style-type: none"> • SENCO may be involved in more specific assessment and observations. • e.g. B Squared /PIVATS specific screening tools • SENCO may seek advice from education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement; progress is tracked via school tracking or CASPA. <p>Pupil and parents are involved as above</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class with enhanced differentiation, regular targeted small group support. • Time limited programmes of small group work based on identified need. • Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. <p>Advice from LD/EP is reflected in targets.</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. • Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Programme includes differentiated and modified tasks within an inclusive curriculum. • Modify level/pace/amount of teacher talk to pupils' identified need. • Programmes to consist of small achievable steps. • Pre teach concepts and vocabulary • Emphasis on using and applying and generalisation of skills. • Individual targets within group programmes and/or 1:1 carefully monitored and reviewed. 	<p>Assessment</p> <ul style="list-style-type: none"> • SENCO takes advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plans and progress are closely monitored by CASPA or school tracker. • Targets are individualised, short term and specific. <p>Continued regular engagement of parents</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks. • Frequent opportunities for small group work based on identified need. <p>Daily opportunities for 1:1 support focused on specific IEP targets.</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. • Additional adult, under the direction of the teacher provides sustained targeted support on an individual/group basis. May include withdrawal, carefully monitored. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Tasks and presentation increasingly individualised and modified in an inclusive curriculum • Visual cues to support auditory information at all stages of delivery. • Individualised level/pace/amount of teacher talk. • Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within group programmes and/or 1:

	Range 1	Range 2	Range 3
Specific Learning Difficulties	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. eg LD baseline and teacher observations <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include QFT Parents and children involved in monitoring and supporting their targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need; for example reading. <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice from SENCO. Additional adults routinely used to support flexible groupings, differentiation and some 1:1. 	<p>Assessment</p> <ul style="list-style-type: none"> SENCo uses screening tools (eg Madeleine Portwood / Aston Index / Bangor / LUCID COPS / GL assessment etc) Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement. progress is tracked via school tracking. pupil and parents are involved as above. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with regular targeted small group support. Time limited programmes of small group work based on identified need. opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. Advice from LD/EP is reflected in targets. <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated. 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more in depth assessment of specific areas of need Senco continues to take advice from education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plans and progress are closely monitored by school tracker. Targets are multisensory, individualised, short term and specific. Continued regular engagement of parents <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class, with provision for alternative ways of recording. Frequent opportunities for small group work based on identified need. opportunities for 1:1 support focused on specific targets identified through assessment, ensuring revision and over learning are incorporated. <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. Additional adult, under the direction of the teacher provides support on differentiated recording tasks. May include withdrawal, carefully monitored. Opportunities for reading spelling and writing activities in line with assessment results

	Range 1	Range 2	Range 3	
		<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Differentiating for the students identified area(s) of weakness. • Dyslexia friendly school strategies and IDP strategies ● Cursive Handwriting is introduced as part of a MSL approach. 	<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Specific multisensory, cumulative, structured programmes to support the acquisition of key literacy cursive handwriting, numeracy and motor skills. • differentiated curriculum with some modification and alternative recording programmes including ICT if appropriate. • At KS 3 and 4 focus on study skills. Opportunity for over learning rehearsing and revising. 	<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Structured cumulative multisensory programme run on a 1:1 or small group basis as appropriate. • Tasks and presentation increasingly individualised and modified in an inclusive curriculum • Visual cues to support auditory information at all stages of delivery • Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within group programmes and/or 1:1

		Range 1	Range 2	Range 3
Behavioural, Emotional and Social Development:	Behavioural, Social and Emotional Needs	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. SENCO and or NPSLBA trained staff may be involved in more specific assessment and observations. Pupil self assessment methods used. Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers, Risk assessments of difficult times of the school day Progress should be a measured change in their behaviour and learning following each review cycle Recognition of learning styles and motivational levers <p>Planning</p> <ul style="list-style-type: none"> Individualised programme of support related to assessments implemented. Key worker identified Parents involved regularly and support targets at home Pupils involved in setting and monitoring their targets <p>Pupils response to social/ learning environment informs cycle of IEP/IBP formulation and implementation</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with attention paid to organisation and pupil groupings Opportunities for small group work based on identified need eg listening/thinking/social skills. Time limited mainstream classroom programme of support, which relates to assessments Small group work to learn appropriate behaviours and for associated learning difficulties Individual programme based on specific need A quiet area in the classroom may be useful for individual work 	<p>Assessment</p> <ul style="list-style-type: none"> As range 1 plus More detailed and targeted observation ie interval sampling Use and analysis of assessment tools Assessment related to intervention strategy Pupil self assessment extended to inform IEP/IBP More detailed recording, monitoring of frequency, intensity, ABCs over a range of contexts Wider assessments for learning/other SEN Determine engagement of necessary education/ non-education support services possibly leading to CAF <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets eg specific behaviour targets related to assessment: consideration of adapted timetable Additional steps taken to engage pupil and parents as appropriate Identifying non educational input Requires effective communication systems enabling all involved to provide consistent support <p>CAF processes determine holistic support plan</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> In addition to the provision at range 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets Mainstream class with regular targeted small group support Time-limited programmes of small group work based on identified need Ongoing opportunities for 1:1 support focused on specific IEP targets 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more systematic application of assessment tools Involvement of education and non-education professionals as appropriate through CAF processes <p>Planning</p> <ul style="list-style-type: none"> Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific More frequent involvement of parent/carer to engage pupil. Access to additional resources are accurately accounted for Prevention placement managed through joint school/PRU support programme Prevention placements co-ordinated by Secondary Panel CAF Multi-agency planning processes specifies contribution of individual services and lead practitioner. Inter-agency communication established and maintained <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class, predominantly working on modified curriculum tasks Frequent opportunities for small group work based on identified need Daily opportunities for 1:1 support focused on specific SEBD/learning targets PRU prevention placements offers intensive individual and small group support

		Range 1	Range 2	Range 3
		<p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher staff and resources usually available in the classroom. Support/advice from SENCo with assessment and planning Additional adults routinely used to support flexible groupings, differentiation and some 1:1 Close monitoring to identify “hotspots” Support for times identified by risk assessments Close liaison and common approach with parents/carers <p>Curriculum &Teaching Methods</p> <ul style="list-style-type: none"> In class differentiation of the curriculum and supporting materials enabling full access to the curriculum Strategies developed shared with school staff, parent/carer Increased differentiation by presentation and/or outcome Simplify level, pace, amount of teacher talk/ instructions Increased emphasis on identifying and teaching to preferred learning style Opportunities for skill reinforcement/revision/transfer and generalisation Some use of specific group or 1:1 programmes <p>Preparation for any change and the need for clear routines.</p>	<p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice and support from SENCO and/or NPSLBA lead as appropriate Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis May include withdrawal Additional daily support provided within school to support learning and behaviour Increased parental/carer involvement and multi-agency support services to plan and regularly review IEPs PSP Encouragement and inclusion in extracurricular activities. Identification of ‘key worker’ with clear specification of role <p>Curriculum &Teaching Methods</p> <ul style="list-style-type: none"> Modify level/pace/amount of teacher talk to pupils’ identified need. Individual targets within group programmes and/or 1:1 Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom Emphasis on increasing differentiation of activities and materials and take account of individual learning styles Short term individual support focusing on listening, concentration, social skills, solution focused approaches Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama <p>At least 2 of the above</p>	<p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate Daily access to staff in school with experience of SEBD, eg behaviour support worker, lead behaviour professional, SENCo Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks Increased access to a combination of individual, small group and whole class activities <p>Curriculum &Teaching Methods</p> <ul style="list-style-type: none"> Teaching focuses on both curriculum and SEBD outcomes throughout the school day Tasks and presentation personalised to pupil’s needs. Individualised level/pace/ amount of teacher talk. Learning style determines teaching methods 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations Small steps targets within group programmes and/or 1:1 work tasks Targets are monitored with the pupil daily targets Accessing mainstream lessons for most of the time with complimentary access to LSU or other internal support arrangements ● PRU prevention placements
Sensory and Physical Needs:	Hearing Impairment	<p>Assessment and Planning</p> <ul style="list-style-type: none"> Part of school and class assessments Normal curriculum plans include individual/group targets 	<p>Assessment</p> <ul style="list-style-type: none"> Part of school and class assessments Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to STDC 	<p>Assessment</p> <ul style="list-style-type: none"> Part of school and class assessments May require modification to the presentation of assessments Use of speech audiometry and other specialist tools to assess access to spoken language in class

	Range 1	Range 2	Range 3
	<p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics <p>Human Resources/</p> <p>Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher Agreed joint written Advice from CCG and Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management. Advice given by hospital audiologist. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum 	<p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher Single piece of work on referral: Contact family Visit school: <ul style="list-style-type: none"> Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO) Written report circulated to school, family, hospital Additional support if needs change on request from school <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum <p>Teaching methods which facilitate access to the curriculum, social/emotional development and class participation</p>	<p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics <p>Opportunities for 1:1 and small group work</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher Initial piece of work on referral: Contact family Visit school: <ul style="list-style-type: none"> Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO) Written report circulated to school, family, hospital Annual electroacoustic hearing aid checks Monitoring visit to speak to pupil/SENCO Issue radio aid Monitor radio aid use Up to 6 visits per year from TOD/PIM Possible input from non-education professionals e.g. SALT <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum Possible differentiation by presentation and/or outcome Opportunities for explanation, clarification and reinforcement of lesson content and language Specific interventions for speaking, listening and teaching of phonics

		Range 1	Range 2	Range 3
Visual Impairment	<p>Assessment and Planning</p> <p>School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</p> <p>Grouping for Teaching</p> <p>Mainstream class.</p> <p>Attention to seating position in classroom</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Quality First Teaching • Full inclusion within mainstream class. • Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. 	<p>Assessment and Planning</p> <p>School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</p> <p>Grouping for Teaching</p> <p>Mainstream class.</p> <p>Attention to seating position in classroom.</p> <p>Curriculum & Teaching Methods</p> <p>Quality First Teaching</p> <p>Full inclusion within mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil.</p> <p>For example:oral descriptions of visual materials</p>	<p>Assessment and Planning</p> <p>Planning based on current visual performance and prognosis of possible changes.</p> <p>Grouping for Teaching</p> <p>Mainstream class.</p> <p>Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate</p> <p>Curriculum & Teaching Methods</p> <p>Quality First Teaching</p> <p>Full inclusion within mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>Some modification / differentiation of learning materials and curriculum delivery to facilitate access. Eg. Attention to speed of lesson delivery and speed of working of VI pupil.</p>	
Multi-Sensory Impairment	See HI and VI guidance	See HI and VI guidance	<p>Assessment and planning</p> <ul style="list-style-type: none"> • Part of school and class assessments • Visual and hearing assessments • Functional sensory assessment • As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development <ul style="list-style-type: none"> • Curriculum plan closely tracks levels of achievement • IEP targets are individual, short term and specific • IEP targets jointly formulated and monitored with QTMSI 	

	Range 1	Range 2	Range 3
			<p>Grouping for teaching</p> <p>Daily opportunities for small group work and individual support to ensure access to new experiences and afford opportunities to complete work, preview and review lessons</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Significant modification to learning materials and curriculum delivery • Individual mobility and independence/life skills programmes <p>Human Resource and Staffing</p> <ul style="list-style-type: none"> • Daily access to individual support, trained to meet the needs of pupils with MSI • Frequent visits from QTMSI • Input from mobility/rehabilitation officer • Input from other educational and non-educational professionals as appropriate • Need for balanced approach to support and intervention to facilitate social inclusion
Physical Difficulties	<p>Assessment</p> <ul style="list-style-type: none"> • Part of settings and Foundation Stage assessments. SENCO may be involved in more specific assessment and observations. • Regular review of personal educational plan • Pre referral advice from the teaching support service <p>Planning</p> <ul style="list-style-type: none"> • Settings curriculum plans including individual/group targets. • Parents/carers involved regularly and support targets at home. <p>Child involved in setting and monitoring their targets.</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class with flexible approach to grouping and or some individual work. <p>Circle time activities to help build self esteem.</p>	<p>Assessment</p> <ul style="list-style-type: none"> • As for range one but with advice from teaching support service and possibly health care professionals. <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum planning in addition to closely focussed and monitored IEP targets for 10-20% time <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Full inclusion within the National Curriculum Guidance for the Foundation Stage through <u>enhanced</u> use of differentiation and group support. • Buddy system <p>Circle time activities to help boost self esteem.</p>	<p>Assessment</p> <ul style="list-style-type: none"> • For mobility and curriculum access to be carried out by both educational and health colleagues. • May need specialist seating • May need ICT assessment to aid with future curriculum recording. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum planning now closely linked to IEP targets. • Modified PE/outdoor play curriculum is likely to be needed. <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream classroom setting. • Small group or one to one adult input to practice skills. • Individual skills based work may need to take place outside the classroom. • Nurture group input may be necessary to help with low self esteem.

	Range 1	Range 2	Range 3
	<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Pre handwriting assessment and relevant skills practice • Dressing and undressing skills programme. • Access to gross motor skills assessment. <p>May need access to basic equipment such as pencil grips, stubby handled paint brush.</p> <p>Resources</p> <ul style="list-style-type: none"> • Main support from foundation stage practitioners with support from SENCO. 	<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Pre handwriting skills programme • Dressing and undressing skills programme. • Access to appropriate ICT equipment. • May need specialist seating and or furniture or equipment. <p>Resources</p> <ul style="list-style-type: none"> • Main support from foundation stage practitioners with support from SENCO and or specialist support service when needed • Input from additional adult to provide targeted support under the direction of teacher. • Some support/ supervision may be needed to meet hygiene needs and or outside play and at lunch time 	<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Programme to support pre handwriting and handwriting skills. • Differentiated writing materials and equipment. • Differentiation to PE curriculum. • Dressing and undressing skills programme. • ICT equipment to aid recording and possibly AAC. <p>Will need specialist seating and or furniture or equipment.</p> <p>Resources</p> <ul style="list-style-type: none"> • Flexible use of classroom support to access curriculum and develop skills in recording. • Training and advice from specialist support service for teaching and support staff.