



Castle
Primary School

SEND Vision Policy

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Castle Primary School SEND values, beliefs and Aims:

1. Rationale

To raise the aspirations and expectations of all pupils, including those with Special Education Needs and Disabilities (SEND), by focussing on outcomes; providing a learning environment in which the skills needed for further learning and preparation for life are central. We aim to provide a stable and stimulating environment, ensuring that all children with SEND have access to all areas of school life and maximum integration with their peers. In addition we:

- will help each child to maximise his / her potential - whatever their ability or starting point
- will ensure that every teacher is a teacher of every child, including those with SEND. Teachers prepare and plan for all children, taking all needs into account and thinking carefully about next steps for each child's development and any reasonable adaptations children need to ensure progress
- will understand and respond to the needs of all children, from the earliest possible time

Please note this SEND vision statement is compliant with the SEND Code of Practice 2015 ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf))

2. Objectives:

- To identify and provide for pupils who have SEND
- To work within the guidance provided in the SEND Code of Practice 2015 and Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report and policy
- To operate a 'whole pupil, whole school' approach to the management and provision of support for children with SEND with strengths and successes being celebrated in addition to needs being identified and met
- To appoint a SENDCo who will ensure the delivery of the SEND Vision Statement
- A nursery SENDco will liaise with and report to the school SENDco to coordinate SEND provision in the nursery setting
- To provide support and advice for all staff working with pupils with SEND
- To comply with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.
- **4. Roles and Responsibilities**

4.1 The Trust SEND Lead

The Trust SEND Lead will:

- Help to raise awareness of SEND issues through Academy Councils, Education Committees and Trustee board meetings
- Monitor the quality and effectiveness of SEND and disability provision across the schools via information from the Academy Council and the Education Committee. This will be reported to the main Trust Board.
- Work with the Head of School and SENDCos to support the strategic development of the SEN policy and provision in the school.
- To ensure that the Academy Councils show a commitment to embedding SEND in all aspects of school life.

4.2 The Head of School

The Head of School will:

- Work with the SENDCo and Trust SEND Lead to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND
- Report to the Education Committee on an annual basis on SEND provision in school

4.3 The SENDCo:

The SENDCo (Special Educational Needs and Disabilities Co-ordinator) will:

- Work with the Head of School and Senior Leadership Team, as well as senior leaders of Cabot Learning Federation, to determine the strategic development of the SEND policy and provision in the school.
- SENDCo will be a member of the SLT

- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs (Education, Health and Care Plans) and those whose progress is causing concern.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, including the local authority and its support services
- Liaise with potential Secondary and Nursery providers to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head of School and Academy Council to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Giving clear guidance to teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring that they communicate effectively with parents, sharing progress and targets with them.
- Ensuring they follow the SEND policy.

5: SEND Provision

5.1 The kinds of SEND that are provided for

Our schools currently provide additional and/or different provision for a range of needs, including:

- Communication and Interaction (CI), for example, autistic spectrum conditions, speech and language difficulties, difficulties with social communication
- Cognition and Learning (CL), for example, dyslexia, dyspraxia, learning difficulties, developmental delay
- Social, Emotional and Mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment difficulties, mental health difficulties arising from abuse/neglect

- Sensory Processing Difficulties (SPD) and/or physical needs, for example, visual impairments, hearing impairments, medical needs depending on diagnosis

5.2 Identifying pupils with SEN and assessing their needs

- Some children's needs are identified before they start school and their pre-school they attend will make sure we are aware of these. This may mean that we hold a **'School Entry Planning (SEP) Meeting'** to discuss how the school can best prepare to meet the needs of the child involving any agencies involved
- Once at school, class teachers will monitor each child's progress every half term. If extra advice is required about a child not making the expected progress, they will talk to the child's parents / carers, previous teachers (if applicable) and the school SENDCo.
- All teachers are regularly trained in identifying a wide variety of needs, so that early identification and support is quickly and effectively provided.
- Assessments to identify the barriers to learning may be completed by teachers and teaching assistants who have been appropriately trained, the SENDCo, or other professionals working for the Education/Learning Support Services or the NHS.
- If Parent / carers have any concerns about the development or progress of their child needs they are welcome to discuss these with teachers and / or the SENDCo by appointment.
- Where particular and ongoing needs are identified, a child's name may be added to the School's Register for Children with SEND, enabling all adults working with them to understand the child's needs and ensure appropriate provision is in place.
- If a child is placed on (or removed from) the School's Register of Children with SEND, parents will be notified, usually through a meeting with the SENDCo and/or Class Teacher.
- We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap

This may include progress in areas other than attainment, for example, social or emotional needs.

Slow progress and low attainment will not automatically mean a pupil is immediately recorded as having SEND. For example there may have been illness, poor attendance or evidence of trauma which has impacted on progress for an individual in the short term.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and how this can be provided.

5.3 Consulting and involving pupils and parents

- All teachers and the SENDCo, are always happy to discuss concerns with parents / carers and to provide support and advice where appropriate.
- School can also provide the services of a **Parent and Family Support Advisor** (PFSA) through a referral process. The PFSAs have a greater focus on family and home. There can be a waiting list for this service.
- Teachers and the school SENDCo have the responsibility for ensuring that access arrangements for pupils who need additional support for statutory assessments, are applied for and provided
- Transition between classes and different key stage settings are carefully supported, ensuring that children can approach these with security and confidence. When necessary, additional planning and visits will be arranged by the class teachers and / or SENDCo
- The SEND Vision Statement and the Annual SEND information report offers guidance to parents about SEND within each school.
- Information about admissions can be found on each school website
- Somerset LA also provides information on additional support on their Local Offer page: <https://beta.somerset.gov.uk/education-and-families/the-local-offer/>
- The Special Education Needs and Disabilities Information and Advice Service (SENDIAS) is available for parents and offers independent advice and support.
- We will have an early discussion with parents, and where appropriate pupils, to identify whether they need additional support and intervention. These conversations will make sure that:
 - Everyone develops a good understanding of the pupil's areas of strength and difficulty
 - Parent and Pupil voices are heard and supported
 - Everyone understands the agreed outcomes sought for the child
 - Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and shared with their parents and a review booked.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment, observation and experience of the pupil
 - Their previous progress and attainment and behaviour
 - Other teachers' and SENDCo's assessments, where relevant
 - The individual's development in comparison to their peers and national data
 - The views and experience of parents
 - The pupil's own views
 - Advice from external support services if relevant.
- * The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Through the use of Individual Education Plans (IEPs). We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Graduated Approach to SEND Support in our schools

- In all our schools the importance of high quality teaching for all children is paramount. This is monitored through learning walks, a robust performance management structure and continual monitoring of pupil progress. All teachers are responsible for ensuring that work is set at an appropriate level, for all of the children in their classes, and that individual needs are catered for. This is known as **Quality First Teaching** (QFT) and is the first step in supporting a child who may have SEND.
- When a child is not making adequate progress, teachers will discuss the most appropriate intervention and support to overcome their barriers to learning, and will put this support into place

whilst keeping parents / carers informed

- An **IEP**, which recognises the child's needs, will be produced and shared with parents and support staff – parents will be invited to contribute to this and provided with an updated copy termly.
- The child's progress will continue to be monitored. If additional interventions are required of a more specific nature, parents will be kept informed through short termly review meetings with their child's class teacher. This forms part of a school's '**assess-plan-do-review**' cycle. This may include small groups or individualised intervention depending on the needs of the child.
- Meetings between parents and class teachers should be set and planned for in advance, in order for them to be short, effective and purposeful.
- When a child has had appropriate support in class with effectively run interventions meeting the perceived needs, but progress continues to be inadequate, discussions will be held between the teachers, teaching assistants, parents and SENDCo in order to determine next steps in the graduated response. The needs of the child will be examined against the criteria for inclusion on the SEND register (**see Appendix 1**) and an **EHA** (Early Help Assessment) begun in order to receive support and advice from external professionals as necessary, with the agreement and consent of Parent/Carers.
- It may be necessary to conduct further assessments to determine a clear picture of the needs of the child. These may be conducted by staff at the school, or the SENDCo may refer the child to a specialist education or health professional following the Early Help Assessment process.
- If it is deemed that a child's needs are severe enough to meet the new criteria for an **Educational Health Care Plan** (EHCP) then the school SENDCo will work with Parents/Carers to initiate a request for Statutory Assessment.

5.6 Supporting pupils moving between phases and preparing for adulthood

- We will share information with the school, college, or other setting the pupil is moving to or from. We will share with parents and pupils which information will be shared as part of this. For moves across key stages, wherever possible, all pupils have an induction session at their new school with additional support sessions planned for in advance according to need and through discussions between home and school.

5.7 Our approach to teaching pupils with SEN

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

- **All teachers are teachers of all children** and are therefore responsible for the children with identified SEND within their own classes. They are supported by guidance from their colleagues, advice from the Senior Leadership Team including the school SENDCo and assessment and advice from specialist professional support agencies.
- **Teachers are responsible for updating IEPs and smart targets** as part of the ongoing assess-plan-do-review process and for monitoring the progress of all children in their classes. All adults working with the child must be informed of the child's needs and how best to support them through discussion and access to up to date Pupil Passports and other supporting documentation.
- Clear assessment and identification of barriers to learning will lead to carefully planned provision (**Appendix 2 – Provision Map**) both within class and through high quality small group or individual intervention and support, working on the next steps for the child.
- Details of the range of support on offer can be found in our *Local Offer* which comprises the SEND Policy, SEND information report and accessibility plan. These documents are all updated regularly and are available on the school website.
- We work with a whole range of professionals from the Somerset Support Services and the National Health Service. These can be accessed by EHA referral by the SENDCo in consultation with Parents/Carers, or via the child's GP.
- Pupils requiring high levels of support, who are in receipt of **High Needs Funding or an EHCP** (or will be applying for an EHCP) will have an **Annual Review Meeting** attended (through invite) by parents / carers / support workers / class teacher and any other professionals for whom attendance would be of benefit. For transition Annual Reviews where Parents/Carers have a clear preference for placement, the SENDCo/Year Head of the receiving school may also be invited.
- All annual reviews will discuss the child's current needs, changes in those needs or life circumstances, provision currently in place, progress and next steps.
- **All annual reviews will include opportunities for all voices to be heard** , including the child and parents / carers.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, scaffolded and adapted learning tasks etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key

vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have number of teaching assistants who are trained to deliver specific interventions. Teaching assistants will support pupils on a 1:1 basis when medical / physical or additional SEND needs necessitating this have been professionally recognised. Teaching assistants will support pupils in small groups when it is felt appropriate and necessary by the class teacher, and under their direction, through discussions with parents / SENDCO and/or other professionals.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- Physiotherapists
- EMAS (Ethnic Minority Achievement Service) including Diversity Voice
- Hearing and Vision services
- Educational Psychologists
- Physical Impairment and Medical Support Services (PIMSS)
- SEMH support services (Social and Emotional Mental health) via the Virtual School
- PFSA (Parent and Family Support Advisor)
- Learning Support Services via the Virtual School
- Traveller Education Service (TES)
- Paediatrician
- SENATAS (Special Educational Needs Assistive Technology Advisory Service)
- Autism and Communication Service (ACS)
- GPs
- Social Workers

- Foster Care Agencies
- School nurses
- Health visitors
- Outreach Teams from specialist provisions, including Pupil Referral Units and Specialist providers of education
- Continence Nursing Team

It is important to note that the following needs may also impact on progress and attainment, but are not always deemed to be SEND:

- a) Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND unless they present a barrier to learning and progressing, or ability to access learning alongside their peers)
- b) Attendance and punctuality
- c) Health and Welfare
- d) English as an additional language (EAL)
- e) Being in receipt of Pupil Premium Grant
- f) Being a Looked After Child
- g) Being a child of a Serviceman / woman

5.9 Expertise and training of staff

Our SENDco has completed the NASENCO National SEND Postgraduate Certificate (at Masters Level). We have a team of teaching assistants, including a number of higher level teaching assistants (HLTAs) across the Trust who are trained to deliver SEND provision. Training is 'needs led' and updated regularly and includes intimate care, moving and handling and Team Teach support.

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake regular training and development, built in through weekly Professional Development Meetings and externally delivered training courses.

- The school SENDCo regularly attends training and updates, provided by the Local Authority (LA) and any learning support /CAMHS services that are available in order to keep up-to-date with developments in SEND provision.
- Teachers and Teaching Assistants (TAs) are offered the training required to meet the specific needs of the children in their classes. This may be provided by experienced members of staff from within the Cabot Learning Federation including SENDCos, or by external professionals from the LA, NHS or other experts in their field.

5.10 Securing equipment and facilities

We work closely with parents, pupils, staff and external support agencies in order to identify and procure any recommended specialist equipment.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Termly updates between teaching staff, pupils and parents / carers using the school's Assess, Plan, Do, Review documents
- Using pupil, parent and staff questionnaires
- Monitoring by the SENDCo and Senior Leadership Team
- Holding annual reviews for pupils with EHCPs or High Needs funding
- Regular learning walks and observations of lessons note the adaptations that are being made to provide for those children with SEND
- Termly meetings take place between the SENDCo and the Hub Council to review progress and provision
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We work hard to overcome any barriers to pupils with SEND enjoying the same activities as other pupils in our school. Sometimes this requires additional staffing or resources, and any specific needs would be considered and planned for in advance in consultation with the child and Parents/Carers. All of our extra-curricular activities and school visits are available to **all** pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

- All pupils are encouraged to take part in sports day/school plays/special workshops, etc with

adaptations being made as necessary to facilitate this

- No pupil is ever excluded from taking part in these activities because of their SEND needs
- We support pupils with all disabilities through consideration and adaptation of the school environment and resources (wherever reasonable and possible to do so).
- Through discussion with parents / carers, support workers and/or additional professionals involved with the child, we will ensure that full consideration of their needs has been made, and where possible, put into place before entry to the school through a School Entry Planning Meeting.
- We promote the theology that independence and acceptance are key to success and thereby endeavour to make whatever changes are necessary, to fully support the inclusion of any child with additional needs or disabilities in our educational settings.
- We are ensuring that there are accessible gates and bathrooms, including handrails for toilets used by any child with a specific disability requiring additional aids and that our sites are accessible for wheelchair users through the addition of sloped access points. Further information can be found in Schools' Accessibility Plans located on the school websites.

5.14 Supporting Pupils at School with Medical Conditions

As a Trust we recognise that pupils at school with medical conditions should be properly supported, so that they have full access to education - including school trips and physical education. Some children with medical conditions, may be disabled and require further adaptations to be considered if possible / appropriate. Where this is the case, our schools will always comply with their duties under the Equality Act 2010

The new criteria for EHCPs in Somerset now determines funding provision; the school, in consultation with Parents, requests statutory assessment from the Local Authority. If this is granted, an Educational Psychologist will come to school to observe and work with the individual child, speak to staff and Parents and report their findings to a professional panel, who decide whether the criteria for issuing an EHCP have been met, and consult with local educational providers to ascertain which placement is best suited to meet the full needs of the individual within the funding parameters set, in line with Parental preference. The Local Authority has a statutory timeline of 26 weeks from receiving the request to carry out the assessment and issue an EHCP, if one is deemed appropriate.

5.15 Support for improving social and emotional development

In all our schools we are passionate about the wellbeing of the whole child. We understand that a child must have their social and emotional needs met first, before they can go on to achieve their full potential.

- We work extremely closely with SEMH teams, behavioural specialists, PFSA's and EPs in order to maximise our support for children experiencing social and/or emotional regulation difficulties.
- In some of our schools, where appropriate, we have Nurture Groups, providing structured, monitored support for individuals requiring extra development in areas such as self-esteem, emotional literacy, social skills and/or communication needs.
- We also have, across the Trust, some fully trained in-house ELSAs (Emotional Literacy Support Assistants) and all schools benefit greatly from regular guidance offered by our trust behaviour lead.
- We have a zero tolerance approach to bullying behaviours of any kind

5.16 Concerns about SEND provision

Concerns about SEND provision in our schools should be made to the class teacher / SENCO / in the first instance depending on the nature of the complaint, and every effort will be made to resolve the difficulty.

If required, they will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal, if they believe that our school has discriminated against their children. Parents / carers can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

However, in all our schools we fully advocate that best practice is to talk through any concerns that parents have with the SENDCo or class teacher and then the Head of School if necessary.

5.17 The local authority local offer

Our contribution to the local offer is available on all our school's websites. Our local authority's local offer is published here: <https://www.somersetchoices.org.uk/family/information-and-advice/somersets-local-offer/>

6. Monitoring Arrangements

This policy and every school's SEND information report will be reviewed by all SENDCos every year. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our school policies on: ·

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions

Additional: Storing and Managing Information

- All staff are fully aware of the confidential nature of information held for children with SEND and follow the updated GDPR requirements.

APPENDICES:

Appendix 1 – Criteria for placement on the School's register of SEND

Appendix 2 – SEND Provision Map

Appendix 1 – Criteria for Inclusion on SEND Register




	Communication and Interaction	Cognition and Learning	Social and Emotional	Physical and Sensory
Nursery and Reception	Needs raised at with area EYFS SENCo/School Entry Meeting Need identified by Speech and Language Therapist ECAT/TALC assessment – significantly below expected level	Needs raised at with area EYFS SENCo/School Entry Meeting Working significantly lower in EYFS areas: - Mathematics - Literacy - Characteristics of effective learning	Needs raised at with area EYFS SENCo/School Entry Meeting Working significantly lower in EYFS PSED	Needs raised at with area EYFS SENCo/School Entry Meeting Medical diagnosis Working significantly lower in EYFS Physical Development
	Significantly lower – working in age-band below current age or lower			

KS1	<p>Need identified by Speech and Language Therapist</p> <p>Diagnosis of ASD Below Level 4 TALC</p>	<p>Significantly below age-related expectations (EYFS Emerging Yr 1, P-Scales <P5 in Yr 2)</p> <p>RWI Set 1 sounds not secure at end of Yr 1</p> <p>RWI Set 1 or 2 sounds not secure at end of Yr 2</p> <p>Unable to read first 45 words at end of Yr 1/First 100 words Yr 2</p> <p>Reading age/Spelling age 18 months+ behind C.A. (Yr 2)</p>	<p>Boxall Profile indicates multiple areas of need</p> <p>Attachment Disorder</p> <p>Significant difficulties in peer relationships</p> <p>High level of adult support required for engagement with tasks</p>	<p>Medical diagnosis requiring specific bespoke provision</p> <p>OT/Physio involvement</p> <p>Significant gross or fine motor difficulties</p> <p>Restricted mobility</p> <p>Sensory needs present a barrier to learning or accessing classroom</p>
KS2	<p>Need identified by Speech and Language Therapist</p> <p>Diagnosis of ASD</p> <p>Vocabulary score 2 years below C.A. on BPVS</p>	<p>Working more than 2 years below age-related expectations in reading, writing and / or maths</p> <p>Reading (accuracy and comprehension) or spelling age 18 months+ behind C.A.</p> <p>RWI Set 1, 2 or 3 not secure by the end of Year 3</p> <p>Identified processing</p>	<p>Boxall Profile indicates multiple areas of need</p> <p>Attachment Disorder</p> <p>Significant difficulties in peer relationships</p> <p>High level of adult support required for engagement with tasks</p> <p>Unable to work</p>	<p>Medical diagnosis requiring specific bespoke provision</p> <p>Continued OT/Physio involvement</p> <p>Significant gross or fine motor difficulties</p> <p>Restricted mobility</p>

		<p>difficulty</p> <p>Identified working memory difficulty</p> <p>Diagnosis of dyslexia/identification of dyslexic traits requiring specific intervention and support</p>	<p>independently (Yr 5 and Yr 6)</p>	<p>Sensory needs present barrier to learning or accessing classroom</p>
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Appendix 2 – Provision Map

SEND Provision Map

	 Universal Provision Quality First Teaching (QFT) provision for all <i>managed by class teacher</i>	 SEND Support Provision Intervention, usually small group, to support pupils under achieving or underperforming, and those with SEND; <i>managed by class teacher and TAs with SENDCo support where needed</i> In addition to Universal	 High Needs Provision Bespoke intervention for pupils with Complex Needs <i>managed by class teacher and TAs with SENDCo support where needed</i> In addition to Universal and SEND Support
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Cognition & Learning

- **QFT** : differentiated planning, resources, groupings and teaching

- Talk for Writing literacy sessions

- Daily Read, Write, Inc. Phonics (KS1)

- Guided reading / Spelling (KS2)

- Whole school understanding of how to best support learners who demonstrate dyslexic tendencies

- Daily class based small guided group led sessions - numeracy

- Class based small group guided writing support sessions

- A range of teaching approaches used to support all learning styles

- Effective marking and feedback with specific and clear next steps / targets

- Self-assessment

- Thinking / talking Partners

- Collaborative

- Additional small group guided sessions targeting gaps in learning or skills

- Small group booster sessions for literacy and maths using a range of resources and approaches

- Additional phonics – Read, Write, Inc.

- Small group fine motor/handwriting sessions

- Individual reading practice

- Additional guided reading group sessions

- Individual / small group EAL support

- Pre-teach / over teach concepts and vocabulary

- Guided reading comprehension group

- Dyslexia profile and support including actions / activities /

- Additional small group/individual guided sessions targeting gaps in learning and skills, and teaching strategies to overcome specific barriers, that are delivered with increasing regularity

- Individualised Literacy Intervention 1:1

Read, Write, Inc. phonics

- Precision teaching of key skills and concepts

- Dyslexia profile and support including actions / activities / resources

- Bespoke individual literacy provision in line with severity and complexity of need

- Bespoke individual numeracy provision in line with severity and complexity of need

- Programme provided by Learning Support Service

- Guidance provided by Ed Psych

- EHCP provision requirements in place

learning

- Specified seating position to maximise attention and support
 - Spelling and handwriting sessions (KS2)
 - Use of technology: Interactive Whiteboards, IPad, computers,
 - A wide range of learning aids; *For example:* **English** : Story Maps, word mats, phonic mats, prompt sheets, dictionaries, working wall
- Maths** : numicon, number beads, number lines, 100 squares, working wall

resources

- Auditory and visual memory games
- Support for working memory

<p>Communication & Interaction</p>	<p>Somerset Total Communication signs and symbols used to support communication</p> <p>Drama & role play activities as part of lessons Collective Worship</p> <p>Singing, music lessons, school performances ICT resources and programs to aid and support recording</p> <p>Visual Timetables support all classroom routines</p> <p>Talk For Writing approach in place across the school</p> <p>Visual Prompts</p> <p>Writing frames</p> <p>Forest School promoting and supporting social communication, co-operation and social skills</p> <p>Clear, unambiguous language</p> <p>Chunked instructions</p>	<ul style="list-style-type: none"> ● Individual/small group visual timetable ● Pre-teach/over teach vocabulary (teaching assistant supported) ● Speech and Language Group ● Speech sound work ● Individual assessments ● Talk Boost ● Social use of language / social stories ● Sequencing activities <p>Social skills group</p>	<ul style="list-style-type: none"> ● Additional Small group/individual guided sessions focusing on specific skills that are delivered with increasing regularity ● Talk boost ● Individualised programmes & resources for communication based on SALT advice, increased in duration and frequency ● Individual support for Social Stories or comic strip conversations ● Individual social interaction and communication support Clicker software (ICT) <p>Use of signs and symbols to communicate key wants and needs</p>
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<p>Social, Emotional & Mental Health</p>	<p>Positive whole school ethos</p> <p>Collective Worship</p> <p>SEAL</p> <p>PSHE & Citizenship Curriculum</p> <p>Whole School behaviour for Learning policy</p> <p>House system promoting team work</p> <p>Class reward systems</p> <p>Golden time</p> <p>Playground leaders</p> <p>Range of extra-curricular clubs (lunchtime and after school)</p> <p>Yr6 Transition support</p> <p>Year end transition process</p> <p>Forest School</p>	<p>Personalised behaviour management plans</p> <p>Targeted support during unstructured sessions Eg. break time & lunchtime</p> <p>SEAL small group activities (circle times etc.)</p> <p>Talk About: social communication programme</p> <p>Talk About: self-esteem & self-awareness</p> <p>Emotional Literacy group support</p> <p>Nurture Groups Theraplay / calm box</p> <p>Boxall profile indicating areas of need</p>	<p>Additional Small group/individual guided sessions focusing on specific individual areas of need, that are delivered with increasing regularity</p> <p>Positive Handling Plan enables all adults working with individual child follow consistent approaches</p> <p>Specialist activities provided by SEMH team (Social, emotional and mental health support)</p> <p>Facilitated games & activities through unstructured periods such as playtimes</p> <p>Talk About social communication programme</p> <p>Talk About self-esteem & self-awareness</p> <p>ELSA 1:1 (Emotional Literacy)</p> <p>Nurture group / Theraplay / calm box</p> <p>Individual Transition plan</p> <p>Guidance provided by Ed Psych</p> <p>EHCP if appropriate – all provision in place</p>
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<p>Sensory &/or Physical (Hearing / Vision)</p>	<p>Handwriting Exercises</p> <p>Letter formation based on RWI</p> <p>Equipment to support recording: pencil grips, writing slope, stress ball, theraputty, large grip pencils and pens</p> <p>Sensory cushion</p> <p>Specified position in class according to need (maximising attention, proximity to teacher/key adult, minimising sensory input etc)</p> <p>Facing child when giving chunked instructions</p> <p>Learn 2 Move, Move 2 Learn</p> <p>Sensory Checklist – staff awareness sensory issues</p>	<p>Write from the Start handwriting programme</p> <p>Speed Up kinaesthetic handwriting programme</p> <p>Targeted small group to develop letter formation</p> <p>Targeted small group to develop co-ordination and movement</p> <p>Learn 2 Move, Move 2 Learn co-ordination activities</p> <p>Tracking and visual perception activities (Vision)</p> <p>Adaptations to environment to reduce sensory input, including access to aids such as ear defenders and fiddle toys</p> <p>Movement breaks available as needed</p>	<p>Individual Physiotherapy programme</p> <p>Individual Occupational Therapy programme</p> <p>Individual programmes/strategies to aid sight and hearing impairments</p> <p>Specialised equipment provided by PIMS team</p> <p>EHCP if appropriate – all provision in pace</p> <p>Individual work station to maximise attention and minimise sensory input</p> <p>Time out space agreed to calm if necessary</p>
<p>Physical &/or Medical</p>	<p>Care plan written following guidance from health care professionals, parents in agreement and have own copy, and all necessary staff informed</p> <p>Staff timetabled to assist with key times of difficulty such as transition / toileting / lunch / break times etc.</p> <p>Necessary consideration given to any physical apparatus / equipment necessary to</p>		



aid learning / movement / independence

Consideration given at all times to how we can foster independence where possible and ensure the Child's voice is heard throughout all processes

EHCP if appropriate