



Horton Grange Primary School

Spencer Road, Bradford, West Yorkshire, BD7 2EU

Telephone: 01274 573287

Fax: 01274 521826

Email: office@hortongrangebradford.sch.uk

Website: www.hortongrangeprimary.org.uk

Executive Head Teacher: Mr D. Jacques

Heateacher: Mrs C. Stephenson

The Local Offer or Summary of Provision for children and young people with special educational needs or disabilities (SEND)

Horton Grange Primary School is a fully inclusive school. We aim to ensure all pupils achieve their full 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 SEND. This is based on an Assess-Plan-Do-Review 3 range structure.

If a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, then we provide the support detailed in the plan.

Our offer at Ranges 1 to 3 for each area of SEND is described below.

Communication and Interaction Needs:	Autistic Spectrum Conditions	Range 1 Assessment <ul style="list-style-type: none"> Part of normal school and class assessments. SENDCo involved in assessment and observations. Planning <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets Parents involved regularly through updates from teacher e.g. day to day or target day meeting and support targets at home Pupil involved in setting and monitoring targets Grouping for teaching <ul style="list-style-type: none"> Mainstream class with specific support for targets which involve communication and interaction Opportunities for over-learning basic concepts within a small group Human resources and staffing <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 in the form of Precision Teaching led by LA, HLTA's Support with recording of work After school activities are available for pupil to help develop skills. E.g. Multi sports, martial arts, dance, arts, rainbows. Curriculum & teaching methods <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 	Range 2 Assessment <ul style="list-style-type: none"> As Range 1 plus use of more detailed NCF assessment tools e.g. B Squared/PIVATS. Involvement of education and non-education professionals as appropriate. Planning <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 Additional steps taken to involve parents e.g. regular meetings with teacher and SENDCo and SENDCo keeping parents informed and pupil as appropriate TEACCH: - Treatment and Education of Autistic Children with Communication Handicap. www.autism-resources.com Grouping for teaching <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 Human resources and staffing <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; Socially speaking, Time to Talk, Toe By Toe and Social Stories as needed Support from other agencies as appropriate. E.g. Autism Team (SEND Services), Hub schools, SALT We have a Sure Start Language Development worker who spends half a day per week working with specific children, identified as 	Range 3 Assessment <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 Planning <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 Additional step taken to involve parents through coffee morning, networking with other parents and training sessions. Grouping for teaching <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 Human resources and staffing <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, Time to Talk, Toe By Toe and Social Stories Support from other agencies as appropriate. E.g... Autism Team (SEND Services), Hub schools, SALT Curriculum & teaching methods <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

	Range 1	Range 2	Range 3
		<p>having a language delay, providing individual, intense language development.</p> <p>Curriculum & teaching methods</p> <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. 	<p>account of difficulties in understanding the social rules and expectations of the classroom</p> <ul style="list-style-type: none"> • 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

Glossary of terms; Autistic Spectrum Conditions

SALT:- Speech and Language Therapy

ACC:- Alternative and Augmentative Communication

SCERTS:- Social Communication Emotional Regulation Transactional Support (www.autismspeaks.org)

B-Squared/PIVATS:- Performance Indicators for Value Added Targeting

ABA:- Applied Behaviour Analysis (www.autismspeaks.org)

IEP:- Individual Education Plan

	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. SENDCo involved in 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 informed and involved regularly through updates from teacher e.g. day to day or target day meeting, parents and children involved in supporting 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 <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> <ul style="list-style-type: none"> After school activities are available for pupil to help develop skills. E.g. Multi sports, martial arts, dance, arts, rainbows. <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 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 1 plus use of more detailed NC assessment tools e.g. B-Squared 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 e.g. regular meetings with teacher and SENDCo and SENDCo keeping parents informed 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> <ul style="list-style-type: none"> Use of support to implement specific materials, approaches and resources as appropriate. E.g. Circle of Friends; Socially speaking, Time to Talk, Toe By Toe and Social Stories as needed <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 	<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. Regular opportunities for explanation, clarification and reinforcement of lesson content and language.

	Range 1	Range 2	Range 3
	<p>teaching to preferred learning style.</p> <ul style="list-style-type: none"> • Some use of specific group or 1:1 programmes for speaking and listening 	<p>and/or 1:1 for speaking and listening.</p> <ul style="list-style-type: none"> • We have a Sure Start Language Development worker who spends half a day per week working with specific children, identified as having a language delay, providing individual, intense language development. Each member of our support team and our Early Years Practitioners have had training on supporting language development. 	<ul style="list-style-type: none"> • Small steps targets within group programmes and/or 1:1 for speaking and listening.

Glossary of terms; Speech, Language and Communication Needs

SALT:- Speech and Language Therapy

ACC:- Alternative and Augmentative Communication

SERTS:- Social Communication Emotional Regulation Transactional Support (www.autismspeaks.org)

B-Squared/PIVATS:- Performance Indicators for Value Added Targeting

VAK:- Visual, Auditory and Kinaesthetic

IEP:- Individual Education Plan

		Range 1	Range 2	Range 3
Cognition and Learning Needs:	Moderate Learning Needs	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include QFT strategies • Parents informed and involved through updates from teacher e.g. day to day or target day meeting, 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> <ul style="list-style-type: none"> • After school activities are available for pupil to help develop skills. E.g. Multi sports, martial arts, dance, arts, rainbows. <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 • /transfer and generalisation. 	<p>Assessment</p> <ul style="list-style-type: none"> • SENCO involved in more specific assessment and observations. • SENCO may seek advice from Educational Psychologist and other educational 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. • Additional steps taken to engage pupil and parents e.g. regular meetings with teacher and SENDCo and SENDCo keeping parents informed as appropriate. <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> <p>SENDCo takes advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate.</p> <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plans and progress are closely monitored school tracker. • Targets are individualised, short term and specific. • Additional step taken to involve parents through coffee morning, networking with other parents and training 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. <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 1:1

	Range 1	Range 2	Range 3
	<p><u>Glossary of terms; Moderate Learning Needs</u></p> <p>SENDCo:- Special Educational Needs Co-ordinator LD:- Learning Difficulties Support Team Baseline Assessment EP:- Educational Psychologist IEP:- Individual Education Plan</p>		
<p>Specific Learning Difficulties</p>	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include QFT Parents informed and involved through updates from teacher e.g. day to day or target day meeting, 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. Reading. <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, differentiation and some 1:1.</p> <ul style="list-style-type: none"> After school activities are available for pupil to help develop skills. E.g. Multi sports, martial arts, dance, arts, rainbows. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Differentiating for the students identified area(s) of weakness. <p>Cursive Handwriting is introduced as part of a MSL approach.</p>	<p>Assessment</p> <ul style="list-style-type: none"> SENDCo uses screening tools, observation 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. Additional steps taken to engage pupil and parents e.g. regular meetings with teacher and SENDCo and SENDCo keeping parents informed as appropriate. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with regular targeted small group support. <p>Time limited programmes of small group work based on identified need e.g. See and Learn, Precision Teaching, Toe by Toe, Time to Talk, Circle of Friends , Write from the start and Socially Speaking.</p> <ul style="list-style-type: none"> 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. <p>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> <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. 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more in depth assessment of specific areas of need SENDCo 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 multi-sensory, individualised, short term and specific. Additional step taken to involve parents through coffee morning, networking with other parents and training sessions. <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 <p>Identified through assessment, ensuring revision and over learning are incorporated.</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 support on differentiated recording tasks. May include withdrawal, carefully monitored. <p>Opportunities for reading spelling and writing activities in line with assessment results</p> <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.

	Range 1	Range 2	Range 3
		<ul style="list-style-type: none"> • Opportunity for over learning rehearsing and revising in the form of Precision Teaching led by LA, HLTA's, TA's 	<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. • Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within group programmes and/or 1:1

Glossary of terms; Specific Learning Difficulties

QFT: - Quality First teaching (class based teaching)

Madeleine Portwood – resources to target all aspects of development in young children

SENDCo:- Special Educational Needs Co-ordinator

LD:- Learning Difficulties Support Team Baseline Assessment

EP:- Educational Psychologist

IEP:- Individual Education Plan

HLTA:- Higher Level Teaching Assistant

Behavioural, Emotional and Social Development:	Behavioural, Social and Emotional Needs	<p>Range 1</p> <p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. SENCO and or 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 informed through and involved updates from teacher e.g. day to day or target day meeting, parents and children involved in monitoring and supporting their targets. 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 e.g. 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 <ul style="list-style-type: none"> Individual programme based on specific need <p>A quiet area in the classroom may be useful for individual work</p> <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. 	<p>Range 2</p> <p>Assessment</p> <ul style="list-style-type: none"> As range 1 plus More detailed and targeted observation i.e. 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 SEND 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 e.g. specific behaviour targets related to assessment: consideration of adapted timetable Additional steps taken to engage pupil and parents e.g. regular meetings with teacher and SENDCo and SENDCo keeping parents informed 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 <p>Ongoing 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 advice and support from SENCO and lead as appropriate Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis May include withdrawal 	<p>Range 3</p> <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. Additional step taken to involve parents through coffee morning, networking with other parents and training sessions. <ul style="list-style-type: none"> 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 specify 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 <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 <ul style="list-style-type: none"> Daily access to staff in school with experience of SEBD, e.g. behaviour support worker, lead behaviour professional, SENDCo 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
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	Range 1	Range 2	Range 3
	<ul style="list-style-type: none"> • Support/advice from SENDCo 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 • After school activities are available for pupil to help develop skills. E.g. Multi sports, martial arts, dance, arts, rainbows. <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 staff trained on ‘Team Teach’ and 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>	<ul style="list-style-type: none"> • 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 an extra-curricular activities. <p>Identification of ‘key worker’ with clear specification of role</p> <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>activities</p> <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 other internal support arrangements
Sensory and Physical Needs:	<p><u>Glossary of terms; Behavioural, Social and Emotional Needs</u></p> <p>SEBD: Social Emotional behavioural difficulty PALZ: Organisation to support pupils with Social Emotional behavioural difficulty CAMHS: Child adolescent mental health service IBP: Individual behaviour plan IEP:- Individual Education Plan SENCO: Special educational needs coordinator CAF: Common assessment framework</p> <p>We have a number of staff across school who are TEAM TEACH trained and are fully qualified to restrain a child should the rare occasion arise. Recording and reporting forms are kept in a locked cupboard in the SENCOs office.</p>		

	Range 1	Range 2	Range 3
Visual Impairment	<p>Assessment and Planning</p> <ul style="list-style-type: none"> • School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect. • Parents informed <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class. • Attention to seating position in classroom • After school activities are available for pupil to help develop skills. E.g. Multi sports, martial arts, dance, arts, rainbows. <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> <ul style="list-style-type: none"> • School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect. • Additional steps taken to engage pupil and parents e.g. regular meetings with teacher and SENDCo and SENDCo keeping parents informed as appropriate. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class. • Attention to seating position in classroom. <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. • School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil. • Eg. oral descriptions of visual materials 	<p>Assessment and Planning</p> <ul style="list-style-type: none"> • Planning based on current visual performance and prognosis of possible changes. • Additional step taken to involve parents through coffee morning, networking with other parents and training sessions. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class. • Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate <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. • Some modification / differentiation of learning materials and curriculum delivery to facilitate access. E.g. Attention to speed of lesson delivery and speed of working of VI pupil. • Additional equipment available for a child with VI if appropriate

Glossary of terms: Visual Impairment

VI - Visual Impairment

CCTV (closed circuit television) - Not a security feature, but a magnifying camera which can enlarge things on a monitor screen so that people with visual impairment can access text. Some are portable and can store images from the board or at a distance, to be viewed on screen.

Central vision - What can be seen in colour and detail with the macula, when looking straight at the target.

Educationally blind - Not having enough sight to be able to access the curriculum without very significant adaptations (e.g. Braille).

Functional Blindness - Vision so severely reduced that a person is unable to function visually and has to use other senses.

Partial Sight - Reduced vision: officially visual acuity between 6/60 and 3/60 (registered as partial sight).

	Range 1	Range 2	Range 3
<p>Hearing Impairment</p>	<p>Assessment and Planning</p> <ul style="list-style-type: none"> • Part of school and class assessments • Normal curriculum plans include individual/group targets • Parents informed <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 <p>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> <ul style="list-style-type: none"> • After school activities are available for pupil to help develop skills. E.g. Multi sports, martial arts, dance, arts, rainbows. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Full inclusion within National Curriculum 	<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>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include individual/group targets • Additional steps taken to engage pupil and parents e.g. regular meetings with teacher and SENDCo and SENDCo keeping parents informed as appropriate. <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 <p>Single piece of work on referral:</p> <ul style="list-style-type: none"> • 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>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 <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement and includes individually focused IEP targets • Additional step taken to involve parents through coffee morning, networking with other parents and training sessions. <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 <p>Initial piece of work on referral:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

	Range 1	Range 2	Range 3
			<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 <p>Specific interventions for speaking, listening and teaching of phonics</p>
<p><u>Glossary of terms: Hearing Impairment</u></p> <p>CCG: - clinical commissioning group – This is an NHS organisation set up by the Health and Social Care Act 2012 to organise the delivery of NHS services in England. Used to provide support and advice.</p> <p>STDC :-Support team for deaf children</p> <p>TOD :- Teacher of the Deaf</p> <p>PIM:- Pupil inclusion mentor</p> <p>SALT:- Speech and language therapy</p> <p>HI:- Hearing Impairment</p>			

	Range 1	Range 2	Range 3
<p>Multi-Sensory Impairment</p>	<p>See HI and VI guidance</p>	<p>See HI and VI guidance</p>	<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 • Additional step taken to involve parents through coffee morning, networking with other parents and training sessions. <p>Grouping for teaching 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

	Range 1	Range 2	Range 3
<p><u>Glossary of terms Multi-Sensory Impairment</u></p> <p>MSI – Multi-Sensory Impairment QTMSI – Qualified Teacher Multi-Sensory Impairment Acquired deaf blindness – A combination of visual and hearing impairment which occurs or impacts after the development of a first language. BSL Interpreter - An interpreter who interprets from spoken English to British Sign Language (BSL) and BSL into spoken English (voice over). The interpreter may use Visual Frame (signing within a limited space appropriate to the needs of the deaf blind person's vision) or Hands On/Co-Active tactile signing (see below). Co-active / hands on signing- Deaf blind children or young people may use co-active or ‘hands on’ signing, which involves placing their hands under the hands of the adult to receive information (receptive) or placing their hands over the hands of the adult to give information (expressive)</p>			
<p>Physical Difficulties</p>	<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 involved regularly through updates from teacher e.g. day to day or target day meeting 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>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>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 Additional steps taken to engage pupil and parents e.g. regular meetings with teacher and SENDCo and SENDCo keeping parents informed as appropriate. <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 Circle time activities to help boost self esteem. <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>	<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. Additional step taken to involve parents through coffee morning, networking with other parents and training sessions. <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. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Programme to support pre handwriting and handwriting skills. Differentiated writing materials and

	Range 1	Range 2	Range 3
	<ul style="list-style-type: none"> • May need access to basic equipment such as pencil grips, stubby handled paint brush. <p>Resources</p> <ul style="list-style-type: none"> • Main support from foundation stage practitioners with support from SENCO. • After school activities are available for pupil to help develop skills. E.g. Multi sports, martial arts, dance, arts, rainbows. 	<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>equipment.</p> <ul style="list-style-type: none"> • 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>Resource</p> <ul style="list-style-type: none"> • Flexible uses of classroom support to access curriculum and develop skills in recording. <p>Training and advice from specialist support service for teaching and support staff.</p>
<p><u>Glossary of terms Physical Difficulties</u></p> <p>AAC - Augmentative and alternative communication is an umbrella term that encompasses the communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language. AAC is used by those with a wide range of speech and language impairments, including congenital impairments such as cerebral palsy, intellectual impairment and autism, and acquired conditions such as amyotrophic lateral sclerosis and Parkinson's disease.</p>			

We have a locked medication fridge in the first aid room where individual medicines can be kept (parents are required to complete a medicines in school form). There is also a locked cupboard for a sharps box and other necessary equipment.

Outside Agencies

Below we have listed some of the outside agencies that may be involved in supporting pupils with SEND

Education services:

Special Educational Needs Support Service, Educational psychology, Small STEPS, Portage (pre-school – home-based), Service for physical disability, Hearing impaired service, Visually impaired service, Education welfare service (attendance), Parent partnership service.

Health/social services:

Speech and language therapy, Occupational therapy, Specialist consultant, General practitioner, Paediatrics, Health visitor, School nurse, Child and adolescent mental health service – CAMHS, Social services, Physiotherapy and Podiatry.



MULTI-SENSORY IMPAIRMENT

Parental Network of Support
 Early SEN Assessment
 Joint CPD
 Intervention opportunities
 Speech & Language Worker
 Social Inclusion provision
 Access to Children's Centre
 Small Group Work/1:1
 Advice and input from outside
 Educational Professionals
 Setting opportunities within year group
 Teaching adapted to individual learning styles (VAK)
 Specific programmes eg Toe by Toe, Theoreduce handwriting programs etc

AUTISTIC SPECTRUM CONDITIONS

Early SEN Assessment
 Joint CPD
 Social Inclusion provision
 Access to Children's Centre
 Outdoor Learning
 Surestart Worker
 Small Group Work/1:1
 Parental Network of Support
 Advice and input from outside
 Educational Professionals
 Teaching adapted to individual learning styles (VAK)
 Intervention opportunities

MODERATE LEARNING NEEDS

Early SEN Assessment
 Access to Children's Centre
 Advice and input from outside
 Educational Professionals
 Small group work
 Setting opportunities within year group
 Social Inclusion provision
 Intervention opportunities
 Teaching adapted to individual Learning styles (VAK)
 Speech & Language Worker

VISUAL IMPAIRMENT

Early SEN Assessment
 Speech & Language Worker
 Outdoor Learning
 Joint CPD
 Access to Children's Centre
 Teaching adapted to individual learning styles (VAK)
 Small Group Work/1:1
 Advice and input from outside
 Educational Professionals
 Increased opportunities to talk using variety of resources
 Differentiated learning - allowing for modelling/responses etc.
 Intervention opportunities

SPECIFIC LEARNING DIFFICULTIES

Parental Network of Support
 Early SEN Assessment
 Joint CPD
 Intervention opportunities
 Speech & Language Worker
 Social Inclusion provision
 Access to Children's Centre
 Small Group Work/1:1
 Speech & Language Worker
 Advice and input from outside
 Educational Professionals
 Setting opportunities within year group
 Teaching adapted to individual learning styles (VAK)
 Specific programmes eg Toe by Toe, Theoreduce handwriting programs etc

BEHAVIOURAL, SOCIAL & EMOTIONAL NEEDS

Social Inclusion provision
 Access to Children's Centre
 Early SEN Assessment
 Teaching adapted to individual learning styles (VAK)
 Small Group Work/1:1
 Advice and input from outside
 Educational Professionals
 Increased opportunities to talk using variety of resources
 Regular observations to record triggers, frequency etc.
 Motivational programmes/charts
 Consistent and regular reinforcement of school/classroom structures
 Risk assessments

SPEECH, LANGUAGE & COMMUNICATION NEEDS

Access to Children's Centre
 Social Inclusion provision
 Early SEN Assessment
 Visual Assessment
 Advice and input from outside
 Educational Professionals
 Increased opportunities to talk using variety of resources
 Teaching adapted to individual learning styles (VAK)
 Small Group Work/1:1
 Advice/resources from Visual Impairment Team

HEARING DIFFICULTIES

Early SEN Assessment
 Speech & Language Worker
 Access to Children's Centre
 Teaching adapted to individual learning styles (VAK)
 Social Inclusion provision
 Hearing Assessment
 Advice and input from outside
 Educational Professionals
 Small Group Work/1:1
 Advice and input from outside
 Educational Professionals
 Advice from hospital Audiology Team

PHYSICAL DIFFICULTIES

Access to Children's Centre
 Parental Network of Support
 Early SEN Assessment
 Outdoor Learning
 Advice and input from outside
 Educational Professionals
 Personal Educational Plan with regular reviews
 Adaptations of learning spaces
 Social Inclusion provision
 Individual Motor Skills Programmes
 PE adaptations/modifications
 Building adaptations

