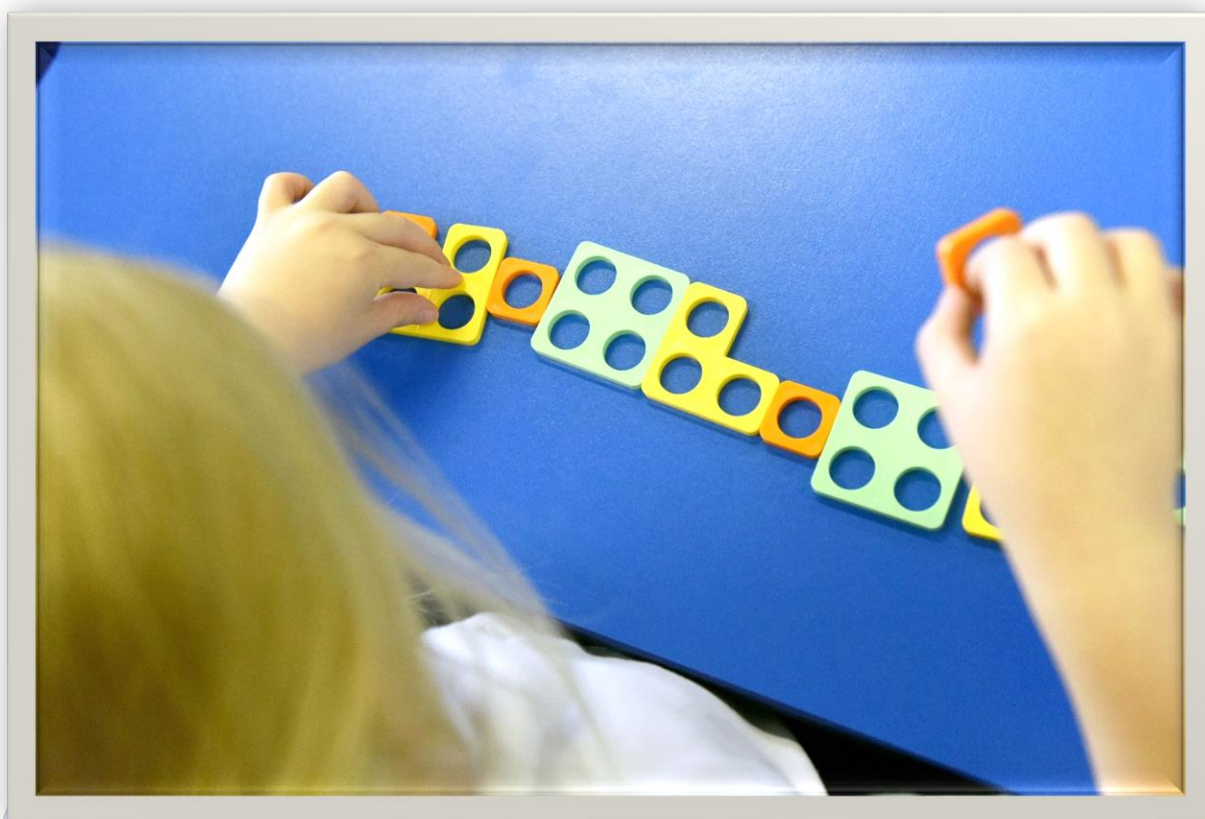




Special Educational Needs and Disability Policy

Teagues Bridge Primary School
2025-2026



Teagues Bridge Primary School

SEND Policy

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Staff Responsibility	Natalie Woods
Governor responsibility	Steve Reynolds & Kevin Evans

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I. Aims and Objectives

Definition of Special Educational Needs:

The Special Educational Needs Code of Practice states 'a child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.'

A child may be considered as having a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) Is under compulsory school age and falls within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

This SEND Policy details how Teagues Bridge Primary School will do its best to ensure that the necessary provision is made for any pupil who has special education needs or disabilities and those needs are made known to all who are likely to teach them. The school will strive to ensure that teachers are able to identify and provide for pupils who have special educational needs to allow them to join in the activities within the school.

The school will have regard to the reviewed Special Educational Needs Code of Practice when carrying out duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children with special educational needs to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like are ascertained. They will be encouraged to participate in the decision making processes and contribute to the assessment of their needs, the review and the transition processes.

Children and parents' comments will be used alongside the teachers to create one page profiles to allow all adults who work with the child to have a greater understanding of their wishes, wants and needs to allow them to be supported in the most appropriate way.

Children with SEN are full integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

Inclusion

We strive to create a sense of community and belonging for our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation. Teagues Bridge strive to provide a balanced curriculum that is accessible to all and will work to ensure all pupils are supported to achieve their full potential.

Guiding Principles

Teagues Bridge Primary School provides an inclusive, broad and balanced curriculum for all children, including those with special educational needs and disabilities. The National Curriculum is our starting point for planning that meets with specific needs of individuals and groups of children. When planning, teachers set differentiated learning challenges, in line with adaptive teaching, and respond to children's diverse learning needs.

There may be a minority of children with particular learning and assessment requirements that could create barriers to learning and progress. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special education needs either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the learning needs of the child.

Aims and Objectives:

Policy Aims

- To ensure that every child has an equal opportunity to participate in all aspect of school life, irrespective of race, gender or special need.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils.
- To raise staff awareness of the needs to adapt work effectively and to provide regular training, coaching and development for all staff through continual professional development.
- To establish good home school communication.
- To involve the pupil in the planning and target setting of his/her programme of work and one page profile.
- To involve parents in the planning and target setting of their child's programme of work and one page profile.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review needs and provision termly for budgeting, planning and resourcing for SEN.

Policy Objectives

- To monitor all children/ pupils who are not making adequate progress in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction, cognition and learning, behaviour, emotional and social development, and sensory and/ or physical development
- To maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child.
- To determine any resource implications and establish whether they will be provided within school or through external sources.
- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.
- To decide if specialist advice is required from outside agencies and make appropriate referrals when necessary.

2. Management of SEN within the school

Parents will always be kept well informed of any additional or different provision being given and invited to contribute to or attend relevant review meetings about their child. Parents will be informed of any intervention their child may participate in and their progress within these interventions via meetings with the child's teacher, reports and reviews with the SENCO.

All children will receive a broad and balanced curriculum, relevant to their needs. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in the National Curriculum 2014 which states "Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious" Therefore, all teachers at Teagues Bridge will ensure they meet the following in their daily offer to children:

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and group of pupils.
4. We aim to recognise strengths as well as weaknesses and try to involve all children in activities of the school.
5. Tracking progress, early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.
6. Understand the importance of peer mentoring to support pupils learning.

Co-ordination of SEN Provision:

The SENCO at Teagues Bridge Primary School is Mrs Woods and her responsibilities include:

- Transition nursery to reception
- Transition year 6 to 7
- Overseeing day to day operation of the school's SEND policy
- Coordinating the provision for children with SEND

- To ensure provision maps are written and reviewed termly
- Liaising with head teacher and class teachers regarding the deployment and organisation of additional adults to support children with SEND
- Liaising with external agencies such as LSAT, Educational Psychologist, School nurse, Speech and Language Therapists, Visual and Hearing Impairment Services and other integrated services
- Ensure the SEND register is updated regularly.
- Overseeing records of provision
- Contributing to CPD, including sharing updates on current policy and practice as appropriate
- To organise annual and termly reviews.
- Ensuring the school is represented at Case Conferences, Core Group meetings, LAC reviews, EHSA and EHSP meetings involving individual children
- Liaising with and informing parents
- When appropriate to apply to the local authority for Education, Health and Care assessments and ISF input
- To report to Governors as requested by the head teacher.
- To keep their own skills updated by reading, researching and attending INSET on SEND and appropriate related external courses.

Head teacher responsibilities

The Head Teacher is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- Keeping the governing body informed about SEND issues
- Working closely with the SENDCo
- The deployment of all special educational needs personnel within the school
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The Role of the Governing Body:

The named governor responsible for special educational needs is Steven Reynolds.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure, through Head teacher delegation, that all teachers are aware of the importance of providing for these children. They are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personal resources.

The quality of SEND provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND policy is issued and sent to parents.

SEND is an integral part of the School Development Plan.

The governing body should:

- Ensure that provision is made for pupils with SEND

- Ensure that the needs of pupils with SEND are made known to all who are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND.
- Ensure that a pupil with SEND joins in with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school's policy for pupils with SEND
- Have regard to the code of practice when carrying out its duties to pupils with SEND
- Ensure that parents are notified of any extra provision being made for their child.

Class teacher responsibilities

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing appropriate adaptations.
- Retaining responsibility for the child, including working with the child on a daily basis.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Directly liaising with parents of children with SEND

TAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedure for giving feedback to teachers about pupils' progress
- Work as part of a team with the SENDco and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.
- They play an important role in implementing Individual Provision Maps and monitoring progress.

Admissions:

- Provision for children with SEND is a matter for the school as a whole.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/ carers are always informed.
- Pupils with EHC Plans / Statements of SEN are admitted to school and full integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent incompatibility.

Identification, assessment and review

Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have special educational needs.

Early identification is vital and the school uses a graduated response to children's special educational needs as outlined in the Code of Practice. The class teacher makes an initial identification and informs the SENCO and parents at the earliest opportunity to share concerns and enlist their active support and participation. This is done by staff completing a concern form, sharing and discussing this with the SENCO and parents where a form of action is agreed.

The class teacher collates evidence (work samples, Learning Support Assistant (LSA) reports, test results etc) and if lack of progress is evident, record their concerns on an 'Initial Concerns Checklist' to be shared with the SENCO. The SENCO, together with the class teacher uses the Leicestershire Education Authority criteria to decide whether it is appropriate to place the child on the SEN register and at which level of provision:

• Special Educational Needs Support

The SENCO will take the lead in coordinating additional or different provision within school to enable the child to learn more effectively. The SENCO will work closely with the parents, teacher and child to produce a One Page Profile (OPP) outlining specific, measurable targets and strategies to meet them. The child's progress will be carefully monitored and OPPs will be reviewed termly.

For those children whose progress continues to cause concern, the school may request support and advice from external agencies (e.g. Educational Psychologist, Speech and Language Therapist). Parental consent will be gained for this and parents will be kept informed at all stages. Advice on new targets and fresh strategies will be implemented by the class teacher based on the advice they receive from external agencies.

• Educational Health Care Plan

Where a request for a statutory assessment is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through Special Educational Needs Support. This information will include Individual Educational Plans for the pupil; Records of regular reviews and their outcomes; The pupil's health including the child's medical history where relevant; National Curriculum levels – assessed at 'P' levels if necessary; Educational and other assessments, advice from an external agency must be present, preferably from an educational psychologist; Views of the parents of the child; Involvement of other professionals such as health, social services or education welfare service.

Statutory assessment involves consideration by the LA, working cooperatively with parents, the school and other agencies, as to whether a statutory assessment of the child's special educational needs is necessary.

An Educational Health Care Plan will include:

- The pupil's name, address and date of birth;

- Details of all of the pupils special needs;
- The special educational provision necessary to meet the pupil's needs;
- The type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child; Information on non-educational provision.

All children with EHC plans will have short-term targets set for them, which will be set out in an IEP and will be implemented, as far as possible, in the normal classroom setting. The delivery of the interventions will be the responsibility of the class teacher.

If additional teaching hours are awarded through the EHC plan then the support teacher will also be actively involved in devising and implementing an appropriate OPP.

All EHC plans must be reviewed annually with parents, the pupil, the LEA, the school and professionals will be invited to consider whether any amendments need to be made to the description of the pupil's needs.

The Engagement Model

Where required, we will use the engagement model to assess individual children's progress. The engagement model is an assessment tool to help schools support pupils who are working below the level of the national curriculum and not engaged in subject-specific study.

The engagement model must be used for pupils at KS1 and KS2 who are working below the standard of the national curriculum assessments and not engaged in subject-specific study. Subject-specific study occurs where a pupil can demonstrate recognisable and specific skills, knowledge and understanding in English language comprehension and reading, English writing and mathematics. The pre-key stage standards must be used for statutory assessment at the end of KS12 and KS23 for pupils who are working below the standard of the national curriculum assessments and engaged in subject-specific study.

Pupils assessed using the engagement model are usually described as having severe or profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones. They operate at very early stages of cognitive, physical, social and emotional development.

Using engagement as the focus of statutory assessment for pupils who are not engaged in subject-specific study helps to ensure that they are developing the right skills and concepts in their physical, social, emotional and cognitive development. This can help them progress on to subject-specific study, when they feel confident enough to do so.

The engagement model has 5 areas of engagement, these are:

- exploration
- realisation
- anticipation
- persistence
- initiation

Each of the 5 areas are interrelated and should be used when assessing pupils who are not engaged in subject-specific study. Each area can provide a focus on how well pupils are achieving a specific outcome or individual development target as set out in their EHC plans or high-needs funding agreements.

Monitoring and Evaluation:

The SENCO monitors the movement of children within the SEND system in school and the adaptations of work by class teachers for children with special educational needs.

The SENCO is involved in supporting teachers involved in drawing up provision maps and OPP for children and reviews the work of the school in this area.

The SENCO liaises with support staff, who work with children who have special educational needs, in order to monitor pupil progress and providing training for them when appropriate for relevant interventions.

The SENCO meets with the SEN Governor on a termly basis to evaluate pupil progress discuss any SEND issues that may arise.

The SENCO liaises with staff at the end of each academic year to ascertain which pupils are not making expected progress.

The SENCO regularly monitors the impact of interventions to ensure they continually meet the needs of individuals.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy. We will continue to review and report on the effectiveness of the policy.

Review

- The SEND policy is subject to a regular cycle of monitoring evaluation and review
- The SEND policy should be read alongside the behaviour, teaching and learning, child protection and equal opportunities policy as they are directly linked
- The SENCO ensures that all appropriate records are kept and available when needed.

Resources:

The Head teacher and SENCO are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Head teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Head teacher and the SENCO confer with other staff to determine the level of SEND budgetary resources, including funding directly related to statements.

The school provides for:

- Additional learning support
- Non-contact time for SENCO/a shadow SENCO to support SENCO.
- SENCO responsibility points
- Material resources

- Assessments by the specialist teaching service
- Courses for staff

Curriculum entitlement

All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: observations / baseline assessments/ level descriptions in the National Curriculum at the end of each year / standardised tests and core concept grids.

All information gained is used to support planning in order to aid progress

Procedures for concerns:

We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance and a response will be made as soon as possible.

Parents / carers are informed about the Parent Partnership Service (IASS) so that they can obtain support, advice and information if they wish.

3. Staffing policies and partnership with external agencies

Professional development for staff

We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation

The SENCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary to their professional development

Support services and links with other agencies

- Advice and support from outside agencies is available if requested by the school
- We have links with various voluntary agencies that the school can contact and is available as a support for parents, if applicable
- We believe that the effective action on behalf of children with special educational needs depends upon the close co-operation between the school and other professionals, e.g. the LEA, SEND support services, health services and social services etc.
- The school is committed to involving parents/carers wherever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND. We include all in social events, curriculum workshops and informal meetings.
- Records of all children are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

Partnership with parents:

- Parents/ carers are notified early if we have any concerns and there is always a willingness to listen to issue brought forward for discussion
- We share information with parents / carers in informal conversations and individual meetings as well as keeping a dialogue in home school record books
- Parents / carers are invited to review meetings or to share their thoughts on their child's progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Parents / carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/ friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents, schools, LEAs and others. This is important in enabling anyone with SEND to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints
- We respect the differing needs of parents / carers such as a disability or communication and linguistic barriers.

Pupil Participation

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them.
- Pupils participate where possible, in all decision making processes, including setting targets and contributing to their OPPs, discussing their choices, assessment of needs and in the review process.

Transfer arrangements

- We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

4. A school based graduated response to SEND

Action	Who is involved?	What is involved?	Next steps
Adaptive Teaching	The class teacher responsible for the pupils	The teacher plans for activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents / carers, a pupil is not making adequate progress, an individual education plan is considered
Special Educational Needs Support	The teacher responsible for the child informs the SENCO of the concern and with advice obtained, writes an IEP in consultation with the parents/ carers and the pupil.	The IEP is implemented in the class. Additional and / or different activities / resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/ carers. IEO is reviewed regularly	Most pupils should make progress with the additional help but if the targets and strategies implemented in the IEP mean that adequate progress is not made, advice is requested from outside agencies.
Further Special Educational Needs Support	The SENCO requests advice from an external agency. A new IEP is devised from the additional guidance given and the teacher involved delivers the plan of action	The IEP is implemented in the class using the strategies and additional / different resources suggested. Support from home is considered. IEP is reviewed regularly	The majority of pupils will make progress with the further advice and intervention but if the targets and strategies do not result in adequate progress all the parties involved will contribute evidence to support a request for an Educational Health Care Plan.
Educational Health Care Plan	An initial draft of an EHC Plan will be formed amongst the school, parents and the school nurse. After the EHC Plan is agreed upon, it can then take effect.	Each child is assessed individually, therefore each EHC Plan is unique and heavily focused on the individual personality and requirements of each child. Targets will be set and resources required will be provided (additional support / any required aids).	The EHC Plan will be reviewed annually and all involved will be invited to contribute to this review. Targets will be evaluated and amended or new ones will be set where necessary.

5 Waves of support at Teagues Bridge Primary

Support in key stage 1

Area of need	Wave 1 Quality first teaching & general provision for all children	Wave 2 Teacher focused enhanced group support (for those working just below ARE)	Wave 3 Additional SEND support for those who require more than wave 2 support
Cognition and learning	<ul style="list-style-type: none"> - Adapted planning, activities, delivery and outcome. - Individual targets for reading, writing and maths - Daily read, write, inc phonics lessons - Cross curricular use of ICT - Use of models and images - Use of practical resources - Assessment for learning - Peer and self-assessment - Higher order questioning - Growth mindset lessons - Focus guided group with the class teacher - Focus guided group with a TA 	<p><u>Maths</u></p> <ul style="list-style-type: none"> - Additional small group maths support - Numicon lessons - Numicon intervention in small groups - Pre-teaching <p><u>Literacy</u></p> <ul style="list-style-type: none"> - Additional small group writing support - Additional small group reading - Daily 1:1 reading - SNIP phonics groups - 1:1 phonics tuition - Small group additional handwriting with RWInc handwriting 	<p><u>Maths</u></p> <ul style="list-style-type: none"> - 1:1 number recognition and understanding - 1:1 numicon sessions - Pre and post teaching <p><u>Literacy</u></p> <ul style="list-style-type: none"> - 1:1 targeted daily reading intervention - 1:1 targeted daily writing intervention - Start write stay write letter formation 1:1 <p><u>Other</u></p> <ul style="list-style-type: none"> - Input from LSAT - Input from Educational psychology service

Communication and interaction	<ul style="list-style-type: none"> - Adapted planning, activities, delivery and outcomes - Variety of language stimuli - Visual stimuli - Talking partners - Talking tins - Modelled communication and interaction - Group and class discussions - Role play areas - Cross-curricular links - EAL support from MDS 	<ul style="list-style-type: none"> - Targeted support for speaking and listening - Modification of language – short chunks accompanied by either models or images - Thinking time - Targeted EAL support - Story telling groups 	<ul style="list-style-type: none"> - Support / input from SALT - ICT support - ELKLAN - Input from LSAT - Input from educational psychology
Social, mental and emotional health	<ul style="list-style-type: none"> - Whole school behaviour policy and reward system - Whole school JIGSAW lessons following the scheme - Circle times - Friendship pod - SAS crew - Playground pals - Bullying forms - Outdoor learning - Growth mindset work 	<ul style="list-style-type: none"> - Social stories - Individual reward systems - Behaviour plans - Risk assessments - Social skills group work - Friendship group work - Growth mindset small group work - Lego build to express 	<ul style="list-style-type: none"> - Early intervention workers - BST support - CAMHs support - Input from educational psychologist - Child in care support - Educational support worker input

Sensory and physical	<ul style="list-style-type: none"> - Brain gym - PE lessons - Differentiated planning, activities, delivery and outcomes - Nelson handwriting - Additional equipment (pencil grips, shaped pencils) - Environmental considerations eg: seating position 	<ul style="list-style-type: none"> - Additional handwriting groups - Teodorescu Perceptuo writing programme - Working in quiet spaces in the classroom - Fiddle toys - Wobble cushions 	<ul style="list-style-type: none"> - Individual support during physical activities - Pre writing fine motor skills - Occupational therapy support - Sensory inclusion service support - Physiotherapy programme - Input from LSAT - Input from Educational psychology team - Specialist ICT equipment - Individual risk assessments - Adapted equipment recommended by an outside agency
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Support in key stage 2

Area of need	Wave 1 Quality first teaching & general provision for all children	Wave 2 Teacher focused enhanced group support (for those working just below ARE)	Wave 3 Additional SEND support for those who require more than wave 2 support
Cognition and learning	<ul style="list-style-type: none"> - Adapted planning, activities, delivery and outcome - Individual targets for reading, writing and maths - Daily read, write, inc phonics lessons - Cross curricular use of ICT 	<u>Maths</u> <ul style="list-style-type: none"> - Additional small group maths support - Numicon lessons - Numicon intervention in small groups - Calculation Club intervention - Pre-teaching - Precision Teaching 	<u>Maths</u> <ul style="list-style-type: none"> - 1:1 number and calculating sessions - 1:1 numicon sessions - Pre and post teaching <u>Literacy</u> <ul style="list-style-type: none"> - 1:1 targeted daily reading intervention

	<ul style="list-style-type: none"> - Use of models and images - Use of practical resources - Assessment for learning - Peer and self-assessment - Higher order questioning - Growth mindset lessons - Focus guided group with the class teacher - Focus guided group with a TA - SPAG and maths dictionaries - Spelling dictionaries 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> - Additional small group writing support - Additional small group reading - Daily 1:1 reading - Precision Teaching - 1:1 phonics tuition - Small group additional handwriting with Nelson handwriting - Additional reading comprehension groups - Beat dyslexia - Fresh start phonics programme - Transition planning 	<ul style="list-style-type: none"> - 1:1 targeted daily writing intervention - Start write stay write letter formation 1:1 - Precision reading - Toe by toe - SNIP <p><u>Other</u></p> <ul style="list-style-type: none"> - Input from LSAT - Input from Educational psychology service - Transition planning
Communication and interaction	<ul style="list-style-type: none"> - Differentiated planning, activities, delivery and outcomes - Variety of language stimuli - Visual stimuli - Talking partners - Talking tins - Modelled communication and interaction - Group and class discussions - Role play areas - Cross-curricular links - EAL support from MDS 	<ul style="list-style-type: none"> - Targeted support for speaking and listening - Modification of language – short chunks accompanied by either models or images - Thinking time - Targeted EAL support - Story telling groups 	<ul style="list-style-type: none"> - Support / input from SALT - ICT support - ELKLAN - Input from LSAT - Input from educational psychology - Black sheep resources - Pre-teaching of vocabulary
Social, mental and emotional health	<ul style="list-style-type: none"> - Whole school behaviour policy and reward system - Whole school JIGSAW lessons following the scheme - Circle times - Friendship pod - SAS crew 	<ul style="list-style-type: none"> - Social stories - Individual reward systems - Behaviour plans - Risk assessments - Social skills group work - Friendship group work - Growth mindset small group work 	<ul style="list-style-type: none"> - Early intervention workers - BST support - CAMHs support - Input from educational psychologist - Child in care support - Educational support worker input - Behaviour plan

	<ul style="list-style-type: none"> - Playground pals - Bullying forms - Outdoor learning - Growth mindset work 	<ul style="list-style-type: none"> - Lego build to express 	<ul style="list-style-type: none"> - Risk assessment - Additional secondary transfer visits
Sensory and physical	<ul style="list-style-type: none"> - Brain gym - PE lessons - Differentiated planning, activities, delivery and outcomes - Nelson handwriting - Additional equipment (pencil grips, shaped pencils) - Environmental considerations eg: seating position 	<ul style="list-style-type: none"> - Additional handwriting groups - Teodorescu Perceptuo writing programme - Working in quiet spaces in the classroom - Fiddle toys - Wobble cushions - Dance mat touch typing 	<ul style="list-style-type: none"> - Individual support during physical activities - Pre writing fine motor skills - Occupational therapy support - Sensory inclusion service support - Physiotherapy programme - Input from LSAT - Input from Educational psychology team - Specialist ICT equipment - Individual risk assessments - Adapted equipment recommended by an outside agency - Individual risk assessment - Transition planning

- School staff will use a range of sources to assess whether a child has a specific educational need. This will include teacher assessment and guidance from external providers.
- The school SENCo will support staff in the assessment in need.
- Assessment will include consideration of the child's strengths, area or need, how best to support them and which agencies, if any, may be beneficial.

- With parental agreement, a SEND Support Plan will be generated, providing personalised targets.
- Targets will be SMART – Specific, Measurable, Attainable, Realistic and Timed.



- Support plans are reviewed termly with staff, children and parents.
- The SEND register is reviewed termly.
- Small steps of progress are monitored by the class teacher and SENCo.
- Repeated assessment from external agencies may be carried out.

- Children will receive involvement and support from any relevant agencies.
- Staff will deliver interventions within school specific to the child's needs.
- Steps towards completion of individual targets will be recorded.