# Bisley Blue Coat Church of England Primary School & Oakridge Parochial School

## Inclusion and Special Educational Needs Information Report

**Date: Sept 25**
**Review date: May 2027**
**Authorised by: Executive Headteacher**
**Updated by: Executive Deputy Headteacher**

### AN OVERVIEW OF THE SCHOOLs

Bisley Blue Coat and Oakridge Parochial Schools are committed to providing an appropriate and high quality education for all of its children. It seeks to raise achievement and remove barriers to learning and increase physical and curricular access for all. All children are valued and respected as equal members of the school. The school strives to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. Provision for pupils with SEN and/or disabilities is a matter for the school as a whole. All teachers are teachers of pupils with SEN and/or disabilities. The aim of our school is for every child to realise her/his full potential and to enjoy learning in a caring, friendly, secure and ordered environment.

Our staff and pupils are immensely proud of our school. The school has a welcoming and positive ethos that aims to provide a safe, happy, stimulating environment that promotes and encourages life-long learning. As a Church of England School, we believe every pupil is unique in the sight of God and deserves to be treated and respected as an individual. We therefore have high expectations of children's behaviour and respect for others, regardless of age, occupation, race, gender or religion. Our children are encouraged to have understanding, tolerance and compassion towards each other and to celebrate the difference and diversity of their peers. We strive to raise aspirations for achievement and learning for all pupils and to develop self-belief.

## DEFINITION OF SPECIAL NEEDS AND DISABILITY

**SEN:** A child has special educational needs if he or she has a learning difficulty or disability (which results in a significantly greater difficulty in learning than the majority of others of the same age), which calls for special educational provision to be made for him or her.

**Special educational provision:** Educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.

**Disability:** A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

## THE LOCAL AUTHORITY OFFER

- The Children and Families Bill came into force in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Gloucestershire Local Offer can be accessed at: Glosfamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers

## THE SEN INFORMATION REPORT

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

1. **WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS MIGHT THE CHILDREN AT UPTON ST LEONARDS C OF E PRIMARY SCHOOL HAVE?** Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

**Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

**Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

## 2. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Bisley Blue Coat and Oakridge Parochial Schools , children are identified as having SEN through a variety of ways, usually a combination, which may include some of the following:-

- Liaison with pre-school /previous school
- Child performing below age-expected levels or equivalent (e.g. percentile rankings)
- Concerns raised by parent / carer
- Concerns raised by teacher, for example, behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/sensory issue, Speech and Language
- Health diagnosis through paediatrician
- Use of tools for standardised assessment such as: Sandwell Numeracy Test
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision made by the Local Education Authority.

## 3. WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS? HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us – contact your child's class teacher about your concerns initially. Appointments can be made in person, by phone or by email.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

## 4. HOW WILL SCHOOL SUPPORT MY CHILD?

### 4a) WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.
- Our Executive Deputy Headteacher and School- Based SENCo will oversee the progress of any child identified as having SEND.

- Once your child's needs have been identified, and with your permission, they will be placed on the school's SEND Register and a My Plan and/or Pupil Passport is written outlining their provision. This informs the level of support your child will receive, identifies the nature and detail of that support, as well as monitoring the impact it has had in terms of your child's progress.
- There may be a Teaching Assistant (TA) or HLTA (Higher Level Teaching Assistant) working with your child. This may be individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning. Support will be regularly reviewed and shared during parents' evenings and during a separate SEND Review.
- If it is felt that further advice and strategies are needed in order to support a child, Outside Agencies may need to be consulted such as the Advisory Teaching Service (ATS), Occupational Therapist (OT), Educational Psychologist (EP), a Speech and Language Therapist (SALT) or a Paediatrician. Parental Permission has to be given before this is done.
- In the case of a child who has severe learning or medical needs and where strategies and interventions have not been effective, we may approach parents to agree to a referral to apply for an Education Health and Care Plan (EHCP). This, if agreed, may take a little while to be assessed, but could give the pupil additional allocated funding to support their needs. A pupil with an EHCP has termly Progress Reviews and an Annual Review to monitor and assess progress and strategies in place, both in school and with Outreach Agencies involved with learning or medical issues.

**4b) WHO WILL EXPLAIN THIS TO ME?**

- The class teacher will meet with you formally, as part of parents' evenings, in the Autumn and Spring Term. Progress will be more formally communicated in the form of a written school report in the Summer Term.
- In addition to this, the Class Teacher will invite you to a SEND Review on a termly basis to discuss your child's needs, support and progress.
- Class teachers are always happy to discuss your child's needs if you have any questions or concerns between these more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENCO to discuss support in more detail if required.
- My Plans, My Plan+ and Pupil Passports will be written in consultation with children and parents. Pupils have the opportunity to input their 'pupil voice' into their plans and parents are asked to sign to agree to the Plan and provision in place. These documents will form part of the written record of the support provided and copies will be provided for parents.

## 5. WHAT DIFFERENT KINDS OF SUPPORT ARE AVAILABLE TO CHILDREN WITH SEND?

- All pupils are taught in mainstream classes alongside their peers with the majority of learning taking place in ordinary lessons incorporating differentiation and/or personalisation.
- Children who receive additional support are either taught within the class situation or are withdrawn for intensive support from a TA, individually or in small groups. If children are receiving TA support the TA's liaise very closely with the class teacher. At all times children are taught and integrated into the main body of the school.

- Bisley Blue Coat and Oakridge Parochial Schools follows a 'Waves of support' approach as outlined in Gloucestershire's Intervention Guidance:

  - **Wave 1 (Universal Provision)** describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.
  - **Wave 2 (Targeted Provision)** describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.
  - **Wave 3 (Specialist Provision)** describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

  **Please refer to Appendix 1 for further information which outlines provision available at Bisley Blue Coat and Oakridge Parochial Schools for each of the 4 strands of the Code of Practice; Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and or Sensory Needs (Including Medical).**

- As a school, we work closely with any external agencies that we feel are relevant to an individual children's needs including: - The Advisory Teaching Service (ATS), Health Professionals including GPs, the school nurse, clinical psychologists, paediatricians, speech & language therapists; occupational therapists; Social Services including - Social Workers and Educational Psychologists. Use of these professionals is only done with parental consent.

## 6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- All learning activities within class are planned and scaffolded at an appropriate level, so that all children are able to access learning according to their specific needs.
- The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, maths resources
- The Senior Management Team and Governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.
- **For a more detailed representation of how the curriculum can be adapted to meet the needs of an individual pupil according to their specific need, see Appendix 1.**

## 7. HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers
- By assessing a child diagnostically both pre and post intervention work, and assessing the impact of such intervention
- By reviewing children's targets on My Plans, My Plan+ and ensuring that they are being met or exceeded
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children moving off the SEN Register when they have made sufficient and sustained progress – parents will always be informed if this has taken place.

## 8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a half-termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details
- Pupil Progress Meetings are held each term between each Class Teacher, the Executive Head Teacher, Executive Deputy Head Teacher, Head of school and SENCo. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth or capture additional diagnostic data such as Age Standardised Scores
- The Executive Head Teacher and SENCo report regularly to the Governing Body to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- We have a governor who is responsible for Inclusion and SEN, who meets regularly with the SENCo. They also report back to the Governing Body

## 9. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home with their learning, to make a difference
- Every child has a home/school diary and some children will have an additional communication book. These can be used for parents and school staff to communicate in 'informal' written form. These books are checked by school staff as often as possible

- Your child may have a My Plan or a My Plan+ that will have individual targets. Parents will be invited to discuss this document with the class teacher on at least a termly basis and are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home.
- When the child's My Plan/ My Plan+ is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEND they may have an Education Health and Care Plan (EHCP). In such instances an additional, formal meeting will take place to discuss your child's progress and a report will be written at least annually.

## 10. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- As a school, we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. We also regularly seek 'Pupil Voice' as part of our leadership monitoring procedures.
- Children who have a My Plan or a My Plan+ discuss their targets with their class teacher, their TA or the SENCo and are asked for their views on their education which form part of their My Plans.
- If your child has an EHCP (Education Health and Care Plan) their views will be sought before any review meetings.

## 11. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

### 11a) WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- Our Executive Headteacher and Executive Deputy Headteacher have had Attachment Training and are trained Thrive practitioners

### 11b) HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the Heartwood Federation Website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office
- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration.
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations

• The vast majority of staff hold first aid qualifications, which are updated regularly.

**11c) WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?**

• The school aims to work in a supportive role with children and families to understand the cause of difficulties and to take steps to address this.
• The school has adopted positive behaviour and exclusion policies available on the school website.
• After any behaviour incident, we expect the child to reflect on their behaviour with an adult, using restorative conversations. This helps to identify why the incident happened, how the individual was feeling leading up to the incident, how the behaviour affected others, and what the child could do differently next time to change and improve their behaviour. It also allows time for the child to make amends with whom they need to.
• If a child has significant behaviour difficulties, a Behaviour Support Plan (BSP) or Pastoral Support Plan (PSP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school will seek support and advice from outside agencies as appropriate e.g. The Advisory Teaching Services, Altus etc, to provide the best support possible to children and families.
• The school's attendance policy is available on the Heartwood Federation website. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Executive Deputy Headteacher and Executive Head Teacher. Should additional support be required in relation to attendance we can make referrals to a range of external agencies.
• The school are also able to support families in making contact with other agencies who can provide appropriate support, for example making a request for Early Help, where this is considered appropriate.

## 12. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

• Our school has an adopted accessibility policy available on our school website
• The school is all on one levels and all areas of the school are accessible by wheelchair. Ramps are provided on external doors.
• If you have specific access queries or concerns please speak with us.

## 13. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our Executive Headteacher and Executive Deputy Headteacher holds the national SENCo accreditation.
- The School- based SENCo is working towards this accreditation
- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND

• The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required
• As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: The Advisory Teaching Service (ATS), Altus, Educational Psychologists, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health

Service), clinical psychologists, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help and Social Services as appropriate

## 14. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

The school has a duty to provide continual professional development opportunities for all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues.

- The Executive Deputy Headteacher leads whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND on a regular basis.
- The Executive Headteacher and Executive Deputy Headteacher are Team Teach (Positive Handling) trained to support children with behavioural difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children they are working with.

## 15. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

## 16. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting
- We can create 'social stories' with/for the children if transition is likely to prove challenging. We can also provide additional advice and strategies, in addition to support from our Inclusion/ Pastoral Team.
- For children starting in Reception, a series of visits for children are planned throughout the Summer Term as well as the opportunity for parents to meet individually with the class teacher, in order to help children, parents and staff get to know each other.
- Teachers will visit pre-school settings where appropriate and the School- based SENCo will meet and liaise with pre-school setting SENCo's for those children with additional needs.
- Teachers and reception TA's conduct home visits to meet our new intake. The SENCo accompanies any children identified with specific needs.
- If your child has complex needs, then an EHCP review may be used as a transition planning meeting to which we will invite staff from both settings.

- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher .At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition.
  Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education

## 17. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance.
- General information relating to SEND can be found on the Heartwood Federation website, including within the Inclusion policy.
- Further information is available from the SENCo and Executive Deputy Head Teacher (Mrs H. Bird), Head of School, Executive Head Teacher (Mrs Broadbent) or, in exceptional circumstances, the Inclusion Governor.
- The school has a complaints policy, which is available on the policy page of the school website.
- You might also wish to visit Gloucestershire County Council's Local Offer:
  Glosfamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers
- SENDIASS Gloucestershire provides free, confidential, impartial advice and helps parents play an active and informed role in their child's education:
http://sendiassglos.org.uk/

## 18. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the School Office for further information about the school and to arrange a meeting with the Head of School in the first instance.

## 19. Who should I contact if I have a complaint about the support the school is providing?

- If you feel that you would like to make a complaint about the support the school is providing for your child, our complaints policy is available on our website

***Appendix 1 - The following tables outline the provision available at Upton St Leonards Primary School for each of the 4 strands of the Code of Practice;***

**Cognition and Learning**

| Wave 1 (Universal Provision) | Wave 2 (Targeted Provision) | Wave 3 (Specialist Provision) |
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| →Quality First Teaching – a differentiated/ personalised curriculum which takes account of individual need<br>→ Scaffolding, please see document for more details PowerPoint Presentation (schoolzineplus.co.uk)<br>→Modified classrooms that take account of learning needs<br>→Adult support on an ad hoc basis, or limited adult support e.g. targeted teacher time, TAs, HLTAs, adult volunteers<br>→Peer support systems e.g. peer mediators, playground buddies, talk partners<br>→Carefully considered classrooms groupings and seating arrangements<br>→Focused small group support (known as 'scoop groups' within our setting)<br>→Special arrangements in place for testing and assessments as required<br>→Encouraging learning behaviours through our Behaviour Policy<br>→Praise and encouragement so that self-esteem is enhanced e.g. Use of whole school EPraise House point system<br>→Careful consideration given to language to promote vocabulary | →Modifications to the classroom and whole school environment to meet individual need e.g. workstations<br>→Additional adult support e.g. targeted small group work<br>→Close home-school liaison and parental involvement<br>→Multi-sensory learning styles e.g. hands on, sensory experiences<br>→Adaption of texts and materials e.g. readability and access to text considered<br>→Pre-teaching e.g. topic vocabulary<br>→Staff training for those working with children that have specific needs<br>→Delivering instructions in short chunks and checking for understanding, including allowing the child time to process language and instructions, and respond<br>→Explicit teaching of listening skills, turning taking e.g. small turn-taking groups<br>→Individual and/or highly structured, evidence based reading programmes e.g. phonics intervention<br>→ Individual and/or highly structured, evidence based spelling programmes e.g. work shark, spelling shed<br>→Individual and/or highly structured, evidence based Maths programmes e.g, Precision Teaching | →Highly modified learning environment to meet individual needs<br>→Highly personalised resources to meet pupil need<br>→Personalised/ individualised timetable<br>→Built in sensory/movement breaks<br>→High levels of adult support<br>→Highly structured and individualised/personalised learning programmes, often tailored by outside agencies e.g. the Speech and Language Team<br>→High levels of care and supervision<br>→Individualised programmes used to support learning throughout the school day<br>→A secure, structured and safe learning environment |

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| →Visual Timetables<br>→Task Management Boards<br>→Communication in Print resources<br>→Use of writing frames and planners<br>→Semantic Dictionaries and Work Banks<br>→Learning mats e.g. High frequency word mats, phonic mats, number lines, hundred squares<br>→Manipulatives e.g. Numicon, bead strings, Cuisenaire<br>→Visual support e.g. topic vocabulary<br>→Access to IT | →Access to ICT and specialist equipment e.g. Clicker 7<br>→Providing alternative means of access to tasks involving reading or writing e.g. Recording devices, scribes, paired work, coloured overlays, Clicker 7<br>→Increasingly individualised curriculum linking content of whole class work and learning objectives appropriate to the child. | |

## Communication and Interaction

| Wave 1 (Universal Provision) | Wave 2 (Targeted Provision) | Wave 3 (Specialist Provision) |
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| →Quality First Teaching – a differentiated/ personalised curriculum which takes account of individual need<br>→ Scaffolding, please see document for more details PowerPoint Presentation (schoolzineplus.co.uk)<br>→Use of appropriate ICT programmes to support language and communication e.g. Communication in Print<br>→Classroom and whole school environment modified to take account of communication and interaction needs (e.g. Topic Vocabulary, English/Maths Vocabulary visually displayed, friendship benches, outdoor reflection areas)<br>→Some adult monitoring/support to promote social skills and interactions with peers.<br>→Class based teaching with differentiated group work as appropriate within class setting.<br>→Targeted small group work within class to support - | →Small group work within class to support aspects of differentiated curriculum<br>→Teaching of specific social interaction skills and social use of language with opportunities to generalise the skills used on a daily basis through individual and small group work<br>→Close home-school liaison to ensure reinforcement of strategies and the generalisation of skills<br>→Peer support e.g. buddy systems<br>→Simplification of verbal explanations with visual or concrete support<br>→Adaption, key wording and pre-teaching to introduce, teach and reinforce specific vocabulary and concepts<br>→Adaption of tasks to take account of preferred learning styles e.g. planned strategies to ensure cooperation in less preferred areas of curriculum | →A highly structured and personalised teaching environment<br>→A high level of care and supervision<br>→A consistent approach to multi-sensory communication<br>→Individual programmes to manage emotional and behavioural needs throughout the school day<br>→Key staff skilled in responding to very challenging behaviours<br>→Individualised Pastoral Support Plan<br>→Positive Behaviour Tracker<br>→Behaviour Risk Assessments<br>→Staff trained in 'Team Teach'-Positive Handling<br>→Individualised/ personalised visual cues/ prompts |

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| specific aspects of the curriculum ('scoop groups')<br>→Curriculum access facilitated by modification of task presentation.<br>→Transition between tasks and specific use of visual communication systems (e.g. visual timetable, visual agenda, Now and Next Boards)<br>→Flexible use of staffing and resources to support access to learning and teaching.<br>→Behaviour Expectations clearly displayed and consistently referred to<br>→Praise and encouragement so that self-esteem is enhanced e.g. Use of whole school EPraise House point system<br>→Staff appropriately prepare students for routine changes (e.g. change in lessons, change in activity, and change in teaching staff, visual timetables).<br>→Staff model appropriate social behaviour and interaction.<br>→Clear, simple and positive instructions with visual support if necessary, e.g. visual timetable.<br>→Appropriate use of visual prompts, to show what behaviour and actions are expected.<br>→Additional adult support is used to support group work in the classroom.<br>→Reduce anxiety through adapting and structuring the learning and social environment as appropriate.<br>→Teaching strategies take into account difficulties with social understanding and the generalisation of skills.<br>→Language is given priority in planning to facilitate effective curriculum access.<br>Curriculum delivery modified to accommodate reluctance to accept adult direction. | →Simplification or repetition of instructions, additional visual cues, symbols or gestures<br>→Significant differentiation/ personalisation of spoken and written language, activities and materials in class, including the use of ICT<br>→Structured language interventions which may be devised in consultation with external agencies e.g. Advisory Teachers or Speech and Language Therapy<br>→ Individual and/or highly structured, evidence based Social Skills programmes e.g. Well Com<br>→Visual approaches to develop social understanding e.g. Comic Strip Conversations or Social Stories<br>→Individual personalised visual prompts e.g. choices fans<br>→Individualised Behaviour Support Plan | →Sensory stimuli to support personalised need e.g. chewllery, |

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| → School staff use augmentative and/or alternative means of communication, (e.g. use of symbols and visual prompts).<br>→ Use of a structured approach for tasks and activities with a clear beginning middle and end. Whole staff awareness of the implications of communication and interaction difficulties.<br>→ Appropriate differentiation of spoken and written language, activities and materials in class. | | |

## Social, Emotional and Mental Health Needs

| Wave 1 (Universal Provision) | Wave 2 (Targeted Provision) | Wave 3 (Specialist Provision) |
|---|---|---|
| →Quality First Teaching<br>→Personalised learning targets<br>→Classroom and whole school environment modified to take account of Social and Emotional needs (e.g. , School Values)<br>→Behaviour Expectations clearly displayed and consistently referred to)<br>→Consistent behaviour management by staff including reinforcement of positive behaviours through the use of whole school EPraise House point system<br>→Appropriate scaffolding of the curriculum to ensure that children are motivated to learn and to minimise emotional, social and behavioural difficulties<br>→Class wide approaches to develop social and emotional well-being e.g. PSHE curriculum<br>→Peer support systems e.g. peer mediators, playground buddies, talk partners | →Further modifications to the classroom and whole school environment to take account of individual needs e.g. 'Inside Out' Emotions display, Zones of Regulations<br>→Attention paid to seating arrangements which facilitate appropriate social contact, access to materials etc.<br>→Support through flexible grouping strategies<br>→Reduced levels of language<br>→ Areas of containment within classes<br>→Provision of a distraction free work area e.g. workstation approach or area on the edge of a group<br>→Activities broken into small, achievable tasks e.g. Task management board, Now-Next board<br>→Brain/ movement breaks<br>→Timed activities or use of visual prompts e.g. good sitting, good listening<br>→Close home-school liaison to ease transition and ensure continuity<br>→Peer support | →A highly structured and personalised teaching environment<br>→A secure, structured and safe learning environment<br>→A high level of care and supervision<br>→Individual programmes to manage emotional and behavioural needs throughout the school day<br>→Key staff trained and skilled in responding to very challenging behaviours<br>→Individualised Pastoral Support Plan<br>→Positive Behaviour Tracker<br>→Behaviour Risk Assessments<br>→Staff trained in 'Team Teach'-Positive Handling<br>→Councillors/ Therapists provided form external agencies (NHS)<br>→Individualised/ personalised visual cues/ prompts |

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| →In class targeted teacher support | Self Esteem programmes e.g.<br>→Individual and/or highly structured, evidence based Anger/Emotion/ Impulse programmes e.g. 'The Red Beast', 'Volcano in my Tummy'<br>→Visual approaches e.g. Comic Strip Conversations or Social Stories<br>→Use of Emotion Prompt Cards/ Anger Thermometers for children to signal emotional changes non-verbally<br>→Individual personalised visual prompts e.g. choices fans<br>→Awareness of pupils' individual needs shared across staff team, as appropriate.<br>→Positive play at playtimes to encourage purposeful play<br>→Individualised Behaviour Support Plan<br>→Withdrawal from the classroom to a 'safe base' when anxious or in need of personalised support | →Sensory stimuli to support personalised need e.g. chewllery<br>→Use of transitional object |

## Physical and Medical Needs

| Wave 1 (Universal Provision) | Wave 2 (Targeted Provision) | Wave 3 (Specialist Provision) |
|---|---|---|
| →Quality First Teaching<br>→Personalised learning targets<br>→Appropriate classroom and whole school environment established<br>→School building on one level<br>→Accessibility ranks on all external doors | →Personalised Health Care Plan<br>→Personalised Alert published in the staffroom to alert staff to a high priority need, as appropriate<br>→Some classrooms modified to meet individual need<br>→Grouping strategies which are used flexibly<br>→Classroom management which responds to the child's physical and medical needs (e.g. modifications to routines and organisation)<br>→Classroom management takes account of social relationships<br>→Appropriate support to ensure equal access to the curriculum and out-of-hours learning opportunities e.g.<br>→Appropriate support agencies (e.g. ATS, OT, NHS) may be involved in providing advice on strategies or staff development and training, aimed at introducing more effective strategies<br>→The nature and extent of additional help required will be determined by the child's needs<br>→Planned strategies to combat fatigue e.g. rest/ movement breaks<br>→Appropriate physical exercise following medical/ external agency guidance<br>→Appropriate programme of support to develop self-help skills such as toileting and dressing<br>→Measures which help the child to negotiate the school environment safely and as independently as possible<br>→Appropriate level of adult support to meet personal care needs | →Personalised Health Care Plan<br>→Personalised Alert published in the staffroom to alert staff to a high priority need, as appropriate<br>→A high level of adult support to;<br>-manage very severe and complex needs to achieve equal access (where feasible) to the curriculum<br>→ aid safe curriculum access and response<br>→ meet primary care needs e.g. feeding, continence management<br>→ provide manual handling (this may involve two people)<br>→ ensure safe access to school life<br>→ Enable advice from Health professionals to be implemented (e.g. physiotherapy/mobility/OT programmes)<br>→ Support the use of specialist equipment and/or a structured, personalised curriculum<br>→ Enable development of medical protocols and manage highly specialised individual health care<br>→ Manage complex and critical health needs on a daily basis<br>→ Support/perform hand control/physical tasks in response to significant/ profound fine motor skill/ gross motor/ mobility difficulties<br>→ Enable the child to participate with peers in response to challenges in the school environment |

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| | →Appropriate use of alternative equipment to meet physical and medical needs e.g. Writing Slopes, Seat Wedges, Pencil Grips, Specialist Scissors<br>→Adult support in some areas of the curriculum and for some activities e.g. cutting activities, practical activities such as cooking, swimming, breaks and lunchtimes<br>→Support to attend educational trips and school visits | → Ensure safe access to out-of-hours learning opportunities or extra-curricular activities<br>→ Follow external agencies and support services advice on curriculum access and/or individual programmes |