

Dalton Schools' Additional Needs Offer
2018-2019
Working Document

1. What is our ethos?

We believe it is the right of every child to have access to an education where barriers to learning are minimised. We strive to enable every child to have access to a broad and balanced curriculum whilst providing opportunities for specific specialist support to meet the needs of the individual. We believe parents to be the experts where their children's needs are concerned and place pupils and their parents at the centre of our approach. Any child may have additional needs at some point during his/her school career. Appendix 1 sets out a definition and the most likely areas.

We have a whole-school approach to Special Educational Needs and/or Disabilities (SEN/D) policy and practice. Pupils identified as having "SEN/D" are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school, including the extended curriculum (such as school trips and before- and after-school clubs). The SEN Code of Practice makes it clear that all teachers are teachers of pupils with special educational needs and that quality teaching in the mainstream classroom alongside their peers is the first stage in provision for all children with special educational needs. It is our view that this applies to all children with additional needs.

In addition, all teachers are responsible for identifying pupils with SEN/D and, in collaboration with the pupils and their parents as well as the Special Educational Needs Co-ordinator, will ensure that those pupils requiring different or additional support are identified at an early stage.

We strive to be a fully inclusive school and have achieved the Kirklees Inclusion Mark. The school has a Specialist Provision for the Visual Impaired throughout the school, integrating within mainstream classes (see Appendix 2 – work in progress).

2. Who should you talk to if you think your child needs extra help or support?

If you bring your child to school or can come to the school, your child's class teacher will probably be the best first point of contact. Please make an arrangement to talk to them about your concern. The start of the school day may not be a 'good' time and you may want to speak somewhere more private than the classroom, so just arrange a time and place with the teacher to suit you both. If you cannot come to school, you can ring the school and speak to the secretary to arrange an appointment with your child's class teacher. You could also approach the Inclusion Manager/Special Educational Needs Co-ordinator, Julie Imrie, who has responsibility for all children with SEN/D in the school. The roles and responsibilities of the Special Educational Needs Co-ordinator, Governing Body, head teacher and class teachers are set out in Appendix 3.

3. How do we identify that a child has additional needs?

Early identification of pupils with SEN/D is a priority. On entry to the school, each child's aptitudes and abilities will be assessed, and as the children continue through school, the school will use appropriate screening and assessment tools to ascertain pupil progress. Whether or not a pupil is making appropriate progress is seen as a significant factor in considering the need for SEN/D provision (see Appendix 4). Assessment data will include:

- Evidence obtained by teacher observation/assessment;
- Children's performance in National Curriculum subjects;
- Progress in relation to Assessing Pupils' Progress objectives;
- Standardised screening or assessment tools;
- Records from pre-school nurseries;
- Reports from external agencies, such as Educational Psychology, Portage and Speech Therapy;
- Information from parents.

4. How do we support a child with additional needs? (Please see flowchart in Appendix 5)

We will work together with pupils and their parents using the information from assessment to design appropriate differentiated programmes for pupils with identified SEN/D, including:

- Providing starting points for an appropriate curriculum;
- Identifying the need for support within the class;
- Assessing learning difficulties;
- Ensuring on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning;
- Involving parents in a joint home-school learning approach.

Procedure: The Graduated Approach

SEN Support takes the form of a four-part cycle, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs, and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN/D of children and young people.

At Dalton School JIN, we use the '**Assess, Plan, Do, Review**' approach for the identification and assessment of pupils with SEN/D (special educational needs and/or disabilities).

Assess

The class teacher and SENCO carry out a clear analysis of a pupil's needs during whole class provision map meetings. Staff meet every term to do this. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. National data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services, will be sought.

This assessment is reviewed regularly. This helps to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their impact/effect, is developed.

In some cases, outside professionals from health or social services may already be involved with the child. Where professionals are not already working with school staff, the SENCO will contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEN Support, the parents will be formally notified. The teacher and the SENCO will agree, in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is also recorded on the school's provision map database.

Do

The class teacher is responsible for working with the child on a daily basis. Teachers work closely with any teaching assistants or specialist staff involved, and plan and assess the impact of support and interventions. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This is fed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an EHC Plan, the local authority will review that plan as a minimum every twelve months.

Catch Up/Monitoring

Teachers and the SENCO use interventions and strategies that may be additional and different from that provided as part of the usual curriculum. This will usually involve differentiated small group work, both in class and in withdrawal groups. This may also include some 1:1 support. Children's needs are identified on the class Provision Map, which is updated on a regular basis and any support/strategies that are put into place, are recorded on this working document. At this stage, children who are receiving Catch Up/Monitoring support are not added to the school's SEN/D Register.

Triggers for Catch Up/Monitoring

- Data collected points to little or no progress being made even when teaching approaches are particularly targeted to improve the child's identified area of weakness;
- Show signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas;
- Early Years- continues working at levels significantly below those expected in certain areas;
- Presents persistent emotional and/or behavioural difficulties, which are not improved by the behaviour management techniques employed in school;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and requires specific individual intervention in order to access learning.

SEN Support

After full parent consultation, teachers and the SENCO will ask for advice and support from outside specialists. This support will be informed by the advice from the specialists and again is likely to involve differentiated small group work, both in class and in withdrawal groups, and some 1:1 support. An Additional Needs Plan (ANP) or My Support Plan will be devised in consultation with teachers, parents and outside agencies. Whether a child has an ANP or My Support Plan is dependent on their level of need and the level of support that they require. Children who receive SEN Support will be monitored on the school's SEN/D Register.

Triggers for SEN Support

- Despite receiving intervention and concentrated support by teachers and support staff, the child makes little or no progress;
- The child continues to have difficulty in developing literacy and mathematical skills;
- He/she has emotional or behavioural difficulties, which substantially and regularly interfere with the child's or classes learning, despite having an individualised behaviour management programme;
- He/she has sensory or physical needs that require additional specialised equipment or regular advice or visits by a specialist service;
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning.

Requesting an Education, Health and Care needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN/D of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment (see Appendix 6). To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEN support.

Involving parents and pupils in planning and reviewing progress

Parents receive regular reports on how their child is progressing. Where a pupil is receiving SEN support, the SENCO and class teachers talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. We aim to meet parents at least three times each year.

These discussions/meetings are led by the SENCO and class teacher. Parents/carers will have the opportunity to share their concerns and, together with the teacher, agree their aspirations for the pupil.

The views of the pupil will be included in these discussions. This is done by either involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation.

5. What range of provision is available to support children with additional needs?

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher through a differentiated curriculum;
- Periods of withdrawal individually or in groups to work with a support teacher/ETA
- In-class support with adult assistance;
- Certain activities carried out in the Visual Impaired Specialist Provision class within the school;
- Support from specialists within class or as part of a withdrawal programme.

An example of the range of interventions is available is in Appendix 7.

6. How will the progress of a child with additional needs be monitored?

The progress of children at every stage of the above graduated approach will be tracked using Provision Mapping and using Assessment Data. Progress will be discussed with parents at termly consultations. Parents of children receiving SEN Support or holding an EHCP (previously a Statement), will have an Additional Needs Plan, reviewed each term. In addition, children holding an EHCP (previously a Statement), will have yearly review meetings.

7. What support is available for a child's overall well-being?

The school utilises many strategies to support the development of pupils' social skills and enhance self-esteem, including play leaders, breakfast, lunchtime and after-school clubs, Star Pupil Award systems, etc. We have a full-time learning mentor who leads self-esteem and nurture groups as well as providing one-to-one counselling and mentoring where necessary.

8. What specialist services and expertise are available?

The Inclusion Manager/Special Educational Needs Co-ordinator, Julie Imrie, has over 11 years' experience of working with children with additional needs and meets half-termly with the Special Educational Needs Co-ordinators in the local partnership of schools, to

disseminate good practice and share expertise. Julie is also a licensed Thrive Practitioner. Thrive is a specific way of working with all children that helps to develop their social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubled, or troubling behaviours, providing a firm foundation for academic attainment. As a licensed practitioner, Julie is able to screen pupils, assess their social and emotional needs, create action plans and train/mentor staff in school in this approach.

In addition, the school has the benefits of easy access to the additional needs experts in the Visual Impaired Specialist Provision. Furthermore, the school has qualified specialist additional needs staff, both teachers and ETAs, in the areas of speech and language, literacy, dyslexia, dyspraxia, maths and personal, social and emotional development. An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with additional needs.

The school also recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN/D pupils. A list of the support services which the school may draw upon when required and the links it has with other organisations, together with a list of support services for parents, is provided in Appendix 8.

9. How accessible are we?

The school compiles a whole school provision map, detailing anything that might have an impact on the attainment of pupils and uses this to establish whether additional support is needed to support the child. The school also surveys staff yearly to establish numbers of staff who consider that they have an additional need and how school can support them during employment. The school then uses this information to ensure that the school is, as far as is possible, accessible to all. The school has clear, child-friendly signage and all information is visually supported where possible. There are wheelchair ramps for access to certain parts of the building, as well as lifts. For some pupils, additional arrangements and adjustments will be made to enable them to fully access standardised tests. This might include additional time, rest breaks or the use of a scribe or laptop.

10. How do we prepare children with SEN/D for transition to high school?

Children and young people with SEN/D can become particularly anxious about “moving on” so we seek to support successful transition by:

When moving within school: All children will participate in Transition Days to meet their new teacher and get to know the classroom. We will share all information about special arrangements and support that has been made to help your child achieve their learning goals with their new teacher.

When moving to another school: We will contact the new school Special Educational Needs Co-ordinator and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

In year 6 - 7 transition:

All pupils will attend Transition Days at the new school. Prior to any Transition Days at the new school, the Special Educational Needs Co-ordinator will contact the Special

Educational Needs Co-ordinator at the new school and share information about special arrangements and support that has been made to help your child achieve their learning goals. In the case of children with an EHCP or Statement, the new school Special Educational Needs Co-ordinator will be invited to attend the year 6 Annual Review. We will ensure that all records are passed on as soon as possible.

In the last two cases we may arrange:

- Visits from staff from the new school to our school prior to transition to meet and/or observe the pupil in class; and/or
- Additional transition visits to the new school; and/or
- Additional multi-agency meetings to create a more detailed “transition plan” which may include ‘My New School’ books (with photographs, maps etc.), a staggered entry into the new school, home visits by the new school staff and any necessary adaptations or equipment requirements.

11. What activities outside of the academic curriculum are available for children with SEN/D?

Children with SEN/D are welcome to attend all of the following activities provided by the school:

- (i) Breakfast Club – 8.00 – 8.50am Mon to Fri;
- (ii) Lunchtime and After-School Clubs – we offer various clubs after school and during lunchtimes. Clubs after school usually run from 3.30-4.30pm. Examples include sports clubs, dance, choir, gardening and French club. There is sometimes a charge, but the majority of these clubs are free.

Special arrangements can often be made for extra adults to support children with SEN/D, where necessary.

If you would like to volunteer to help at any clubs or have expertise in any area that would enable you to co-lead a club (along with school staff), please contact the head teacher at the school. We would love to hear from you.

APPENDIX 1

A child or young person has SEN/D if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Many children and young people who have SEN/D may have a disability under the Equality Act 2010 – that is ‘...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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long term’ is defined as a ‘year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN/D, but there is a significant overlap between disabled children and young people and those with SEN/D. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN/D definition.

Additional needs are most likely to be found in some or all of these areas:

- Children with Special Educational Needs and/or Disabilities
- Children with emotional needs and/or behaviour problems
- Children in need or at risk of harm
- Disabled Children
- Looked After Children
- Children who have English as an Additional Language
- Children who may spend long periods in hospital or out of school
- Gifted and talented children
- Refugee children
- Traveller children.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

APPENDIX 2

THE SPECIALIST PROVISION FOR CHILDREN WITH A VISUAL IMPAIRMENT

Introduction

The Specialist Provision at Dalton School currently provides support for children, with a visual impairment, on fixed places as well as outreach support to schools and pre-school settings across the whole of Kirklees.

The team consists of Qualified Teachers of the Visually Impaired (QTVIs), Braille and Resource Technicians, Habilitation Workers (Mobility), Specialist Support Assistants, Lunchtime Supervisors and a Family SEN Support Worker.

The provision base is called Oak and it is here where the children on fixed places receive daily tuition from 8.25 to 8.55 am. They learn extra skills as part of their 'Additional Curriculum' which includes: Mobility and Independent Living Skills, Braille, Touch Typing, Use of Specialist Technology, Use of Low Vision Aids, Curriculum Reinforcement and Study Skills.

The children are taught in class with their peers and staff encourage them to be as independent as possible. Resources are provided to meet individual needs from large print materials to specialist computer speech software. There is a positive approach to the inclusion of all pupils and children have access to all extracurricular activities. Parents are kept informed via a Home School Book and are encouraged to attend meetings and school events.

Outreach Support to other schools is now well developed and children with a visual impairment who attend their local mainstream school benefit from expert advice from Dalton JIN VI Specialist Provision Team. The support is dependent on the level of need and can include: assessment, training of staff and pupils, teaching additional curriculum skills, modification and access to resources, advice on exam access, transition planning etc. The team also uses Oak as a base for training staff from outreach settings.

Julie Whitfield (QTVI) Teacher in Charge Primary VI Specialist Provision.

APPENDIX 3

The Role of the Special Educational Needs Co-ordinators

Inclusion Manager and SENCO – Julie Imrie (based in Honeysuckle)

Ian Richardson (Head Teacher) and Emma Walsh (Deputy Head Teacher)– support SEN/D throughout school.

This role is crucial in the school's SEN/D provision. The SENCO works with the head teacher and governing body, in determining the strategic development of SEN/D policy and provision in the school. They are part of the school leadership team. The SENCO has day-to-day responsibility for the operation of the SEN/D policy and coordination of specific provision made to support individual pupils with SEN/D, including those who have EHC Plans. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEN/D policy;
- Coordinating provision for children with SEN/D;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN/D;
- Advising on the graduated approach to providing SEN/D support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of pupils with SEN/D;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEN/D up to date.

The Role of the Governing Body

Governing bodies should, with the head teacher, decide the school's general policy and approach to meeting pupils' additional needs for those with and without EHCPs. They must set up appropriate staffing and funding arrangements and oversee the school's work. Through the performance management framework the governors should secure that objectives are set for the head teacher. These should include objectives for leadership, management, pupil achievement and progress, and will also relate to priorities in the school development plan. All these objectives should include SEN/D.

There is a SEN/D Governor who has specific oversight of the school's arrangements and provision for meeting special educational needs.

The governing body will make sure that:

- They are fully involved in developing and monitoring the school's SEN/D policy;
- All governors, especially the SEN/D governor, are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;

- SEN/D provision is an integral part of the school development plan;
- The quality of SEN/D provision is continually monitored.

The Role of the Class Teacher

The SEN Code of Practice specifies that class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff and that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN/D. The class teacher's responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN/D pupils;
- Collaborating with the SEN Co-ordinator to decide the action required to assist the pupil to progress;
- Working with the SEN Co-ordinator to collect all available information on the pupil;
- In collaboration with the SEN Co-ordinator, develop class Provision Maps and ANPs for SEN/D pupils;
- Working with SEN/D pupils on a daily basis to deliver the individual programme set out in the ANP or provision map;
- Developing constructive relationships with parents;
- Being involved in the development of the school's SEN/D policy.

The Role of the Head teacher

The head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN/D provision within the school;
- Working closely with the SEN Co-ordinator;
- Informing parents of the fact that SEN/D provision has been made for their child;
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education;
- Keeping the Governing Body well informed;
- Ensuring that all those who are likely to teach a pupil with a statement of special educational needs are told about the EHCP.

APPENDIX 4

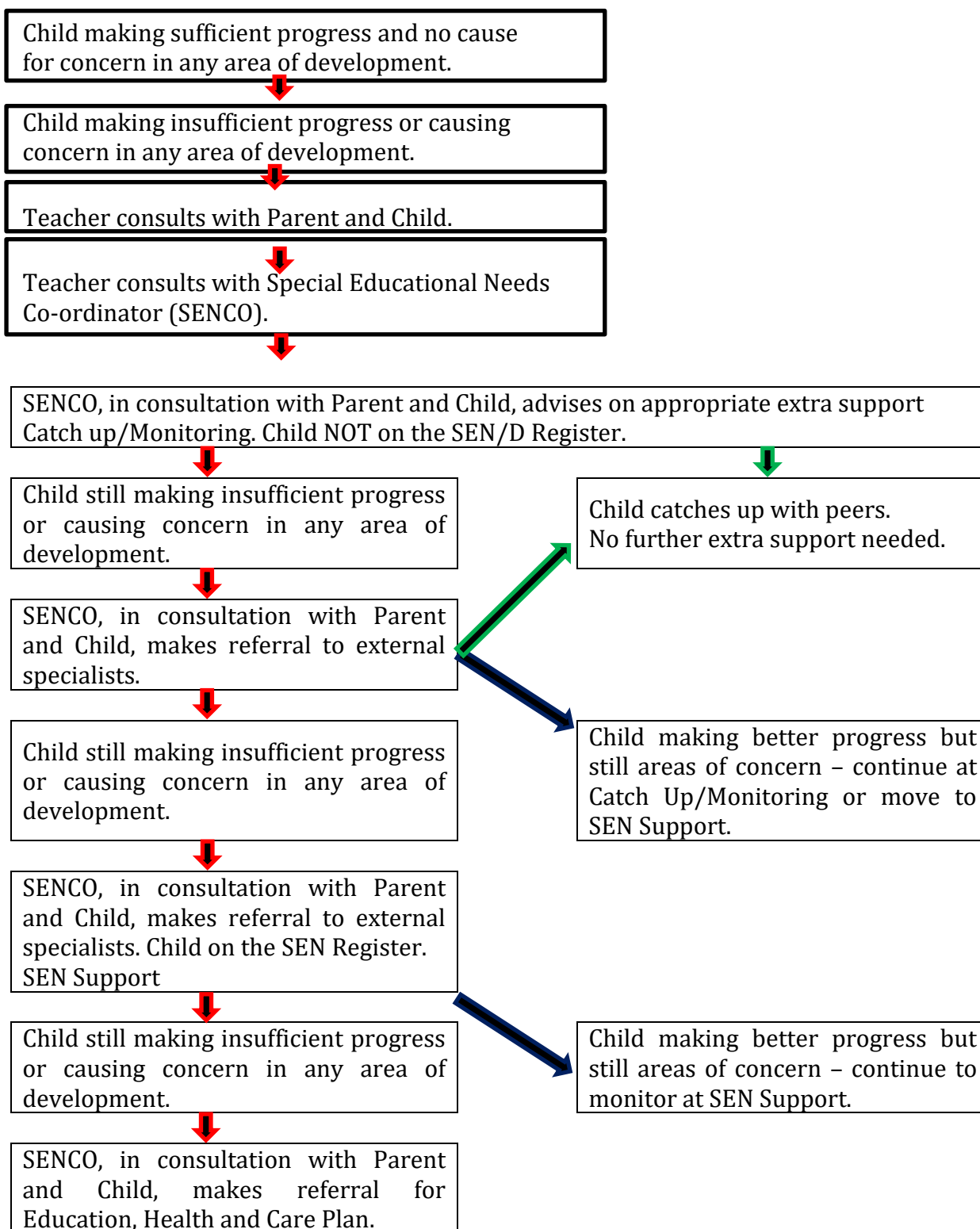
Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers;
- Prevents the attainment gap widening;
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- Equals or improves upon the pupil's previous rate of progress;
- Ensures full curricular access;
- Shows an improvement in self-help and social or personal skills;
- Shows improvements in the pupil's behaviour.

APPENDIX 5

Additional Needs assessment and provision flowchart



APPENDIX 6

What is in the EHC plan:

Section A: The views, interests and aspirations of the child and his or her parents or the young person.

Section B: The child or young person's special educational needs.

Section C: The child or young person's health needs which are related to their SEN/D.

Section D: The child or young person's social care needs which are related to their SEN/D.

Section E: The outcomes sought for the child or the young person, including outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter term targets by the school.

Section F: The special educational provision required by the child or the young person.

Section G: Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN/D, and, where an Individual Health Care Plan is made for them, that plan.

Section H1: Any social care provision which **must** be made for a child or young person.

Section H2: Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN/D. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan).

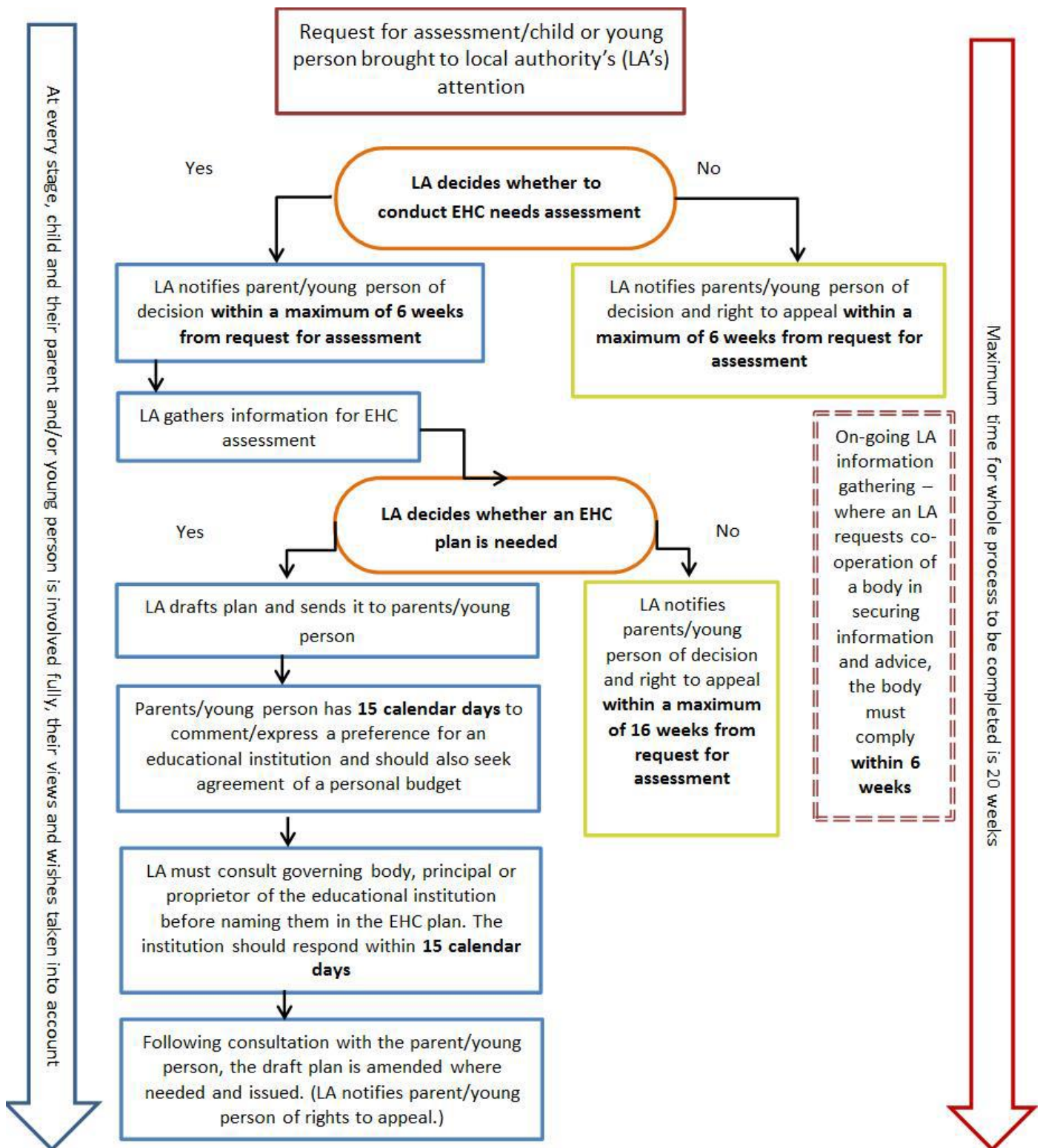
Section I: The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and the type of that institution (or, where the name of a school or other institution is not specified in the EHC plan, the type of school or other institution to be attended by the child or young person).

Section J: Where there is a Personal Budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care.

Section K: The advice and information gathered during the EHC needs assessment **must** be attached (in appendices). There should be a list of this advice and information.

APPENDIX 6 (Cont)

Statutory timescales for EHC needs assessment and EHC plan development



APPENDIX 7

EXAMPLE OF INTERVENTIONS

<u>Cognition and Learning</u>	<u>Medical/Physical/Sensory</u>	<u>Communication & Interaction</u>	<u>Emotional, Social and Mental Health</u>		<u>EAL</u>	<u>V.I and the Additional Curriculum</u>
<p>1:1 in class support</p> <p>Small group in class support</p> <p>Specific targets/activities set to meet need(s) of individual child</p> <p>Short daily programme to target specific need (a 5/10 minute slot for phonics/reading/Numeracy)</p> <p>Adult support required for Literacy or Numeracy (1:1 or group)</p> <p>Dyslexia strategies</p> <p>Adapted resources (pencil grip/coloured overlay)</p> <p>Additional programmes delivered by Learning Mentor</p> <p>Project X</p> <p>Direct Phonics</p> <p>Reading Eggs</p> <p>Nessy</p> <p>Talking Maths</p> <p>First Class at Number</p> <p>RM Maths</p> <p>Toe by Toe</p> <p>Task plans</p>	<p>Medical Care Plan</p> <p>Physiotherapy</p> <p>Toileting programme</p> <p>Adult support needed for PE</p> <p>Dyspraxia/movement exercise group</p> <p>Gym Ball Exercises</p> <p>Adapted resources – raised board, movement board, wheelchair</p> <p>Certain seating position in class (ch with a HI/dyslexia/Autism)</p>	<p>Promote listening skills</p> <p>Promote concentration skills</p> <p>Extend vocabulary</p> <p>Develop clarity of speech</p> <p>Strategies for Non-verbal communication skills</p> <p>Referral to Speech and Language therapist</p> <p>Speaking and listening group</p> <p>Black Sheep Narrative Group</p> <p>Social stories</p> <p>Word mats</p>	<p>Interventions by BSW workers</p> <p>Thrive based activities and strategies</p> <p>Promote/support a positive attitude to learning</p> <p>Positive behaviour management strategies in place (reward chart/motivation chart)</p> <p>Promote positive play (smiley faces)</p> <p>Encourage appropriate interaction with peers</p> <p>Playground Games group</p> <p>Positive Activities Mentor</p> <p>S.A.F.E. Groups</p> <p>Restorative Practice</p> <p>Structured conversations</p>	<p>Lunchtime Clubs (Benchball)</p> <p>Social group</p> <p>Friendship group</p> <p>Promote positive attitude to learning</p> <p>1:1 work with Learning Mentor</p> <p>Small group work with Learning Mentor</p> <p>Aid transition to Secondary school</p> <p>Circle Time</p> <p>1:1 lunchtime supports</p> <p>Play Leader support</p>	<p>Promote speaking and listening skills</p> <p>Aid transition to Secondary school</p> <p>Work carried out by an EAL teacher (from Kirklees)</p>	<p>LVAs</p> <p>Braille</p> <p>Mobility</p> <p>ICT</p> <p>Touch typing</p> <p>Adapted resources (E.g. Large print reading books/worksheets/tactile resources)</p> <p>Audio</p> <p>Listening Skills</p> <p>Enrichment Clubs (Oak)</p> <p>Enrichment Clubs (school)</p>

APPENDIX 8

Links with External Agencies/Organisations

When it is considered necessary, colleagues from the following support services will be involved with SEN/D pupils:

- Educational psychologists
- School nurse
- Speech therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment outreach services
- Visual impairment outreach services
- Autism outreach services
- Primary Pupil Referral Service (Behaviour Issues)
- Children and Adolescent Mental Health Service
- Children's Emotional Well-Being Service.

In addition, important links are in place with the following organisations:

- The Local Authority
- Education Welfare Officer
- Social Care.

Local Support Services for Parents

(if viewing online and underlined in purple, can Ctrl+Click to go direct):

Kirklees Parent Partnership <http://kirkleesparentpartnership.co.uk/>

PCAN (Parents of Children with Additional Needs) <http://www.pcankirklees.org/>

Huddersfield Down Syndrome Support Group www.hdssg.org

North Kirklees Autism Support Group and Friends – Contact Kath Woodhouse on 07772534625

FEDS Kirklees (Families of Eating Disorder Sufferers) <http://www.fedskirklees.org/>

Huddersfield Support Group for Autism <http://www.autismhuddersfield.co.uk/>

Kirklees Deaf Children's Society

<http://www.ndcs.org.uk/family-support/support-in-your-area/local-groups/find-a-local-group/yorkshire-and-humber/kirklees-dcs.html>

Kirklees Family Information Service – telephone service for parents to call (01484 414887) or you can email them on FIS@kirklees.gov.uk

Northorpe Hall Child and Family Trust: a charity supporting children's mental and emotional health in Kirklees <http://www.northorpehall.co.uk/>

Ruddi's Retreat: West Yorkshire charity offering a break away <http://www.ruddisretreat.org/>

Unique (rare chromosome disorder support group) Yorkshire Facebook group

<https://www.facebook.com/groups/342603205754536/>

Thrive Approach- <https://www.thriveapproach.co.uk>