



## **The Local Offer or Summary of Provision for Children and Young People with Special Educational Needs or Disabilities (SEND)**

We are a fully inclusive school who ensures that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum regardless of; gender, ethnicity, social background, religion, physical ability or educational needs. This document is intended to give you information regarding the ways in which we ensure we support all our pupils, including those with SEND, in order that they can achieve their full potential. It may not list every skill, strategy, and resource we employ in order to achieve this as these are continually developed and modified to ensure our provision meets the changing requirements for individual pupils. Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the guidance from [Bradford Metropolitan District Council's Children's Services for SEN](#). This is based on an Assess-Plan-Do-Review 3 range structure.

- The SENCo has undertaken national accreditation in this role and provides advice and guidance to staff.
- The school has an effective assessment process which identifies barriers to learning which is monitored each half term and appropriate actions are provided to reduce any negative impact upon pupils' success.
- Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to.
- Interventions are monitored and evaluated in terms of their positive impact upon learning success and inclusion of SEND pupils.

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

**This document details our offer at Ranges 1 to 3 for each of the following areas of SEN Provision**

**COMMUNICATION AND INTERACTION NEEDS**

**COGNITION AND LEARNING NEEDS**

**BEHAVIOURAL, EMOTIONAL AND SOCIAL DEVELOPMENT**

**SENSORY AND PHYSICAL NEEDS**

## COMMUNICATION AND INTERACTION NEEDS

### Autistic Spectrum Conditions

|                                 | <b>Range 1</b>   | <b>Range 2</b>  | <b>Range 3</b>   |
|---------------------------------|--|---|--|
| <b>Assessment</b>               | <ul style="list-style-type: none"> <li>Part of normal school and class assessments. SENCo may be involved in more specific assessments and observations</li> </ul>   | <ul style="list-style-type: none"> <li>As Range 1 plus use of more detailed National Curriculum assessment tools e.g. B Squared/PIVATS</li> <li>Involvement of education and non-education professionals as appropriate</li> </ul>  | <ul style="list-style-type: none"> <li>As Range 2 plus more specialised assessment tools.</li> <li>Where appropriate staff and other agencies will offer support as appropriate</li> </ul>   |
| <b>Planning</b>                 | <ul style="list-style-type: none"> <li>Normal curriculum plans include individual/group targets</li> <li>Parents involved regularly and support targets at home</li> <li>Pupil involved in setting and monitoring targets</li> </ul>   | <ul style="list-style-type: none"> <li>Curriculum plans reflect levels of achievement and includes individually focused Individual Education Plan targets(IEP), especially Speech and Language components and PSHCE</li> <li>Meetings with parents to discuss IEP targets and outcomes of previously set targets.</li> </ul>  | <ul style="list-style-type: none"> <li>Whole school understanding of pupil's needs</li> <li>Consideration of more specialised planning frameworks.</li> </ul>  |
| <b>Grouping for Teaching</b>    | <ul style="list-style-type: none"> <li>Mainstream class with specific support for targets which involve communication and interaction</li> <li>Opportunities for over-learning basic concepts within a small group</li> </ul>  | <ul style="list-style-type: none"> <li>Mainstream class based, but with some opportunity for small group and individual work to target specific needs involving communication and interaction</li> <li>A quiet area within the classroom may be useful for individual work</li> <li>An individual table/area within the classroom may be helpful for independent working to offer opportunities for distraction free learning</li> <li>Opportunities for use of some 1 to 1 support</li> </ul>  | <ul style="list-style-type: none"> <li>Mainstream class with targeted support</li> <li>The need for small group work and one to one to develop individual targets and introduce any new concepts</li> <li>Access to a quiet area within the classroom when needed</li> <li>It is likely that an individual table/work area would be useful to help focus learning and to offer opportunities for distraction free learning</li> </ul>  |
| <b>Human Resources/Staffing</b> | <ul style="list-style-type: none"> <li>Flexible use of resources and staffing available in the classroom</li> <li>Support to promote social skills and interactions with peers and over-learning of basic concepts</li> <li>Support with recording of work</li> </ul>  | <ul style="list-style-type: none"> <li>Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. This may also involve some modification to the environment (low stimulus; distraction-free)</li> <li>Use of support to implement specific materials, approaches and resources as appropriate. E.g. Circle of Friends; Socially Speaking; Social Stories as needed.</li> <li>Support from other agencies as appropriate. E.g. Autism Team (SEN Services), Speech and Language Therapy (SALT)</li> </ul> | <ul style="list-style-type: none"> <li>Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding</li> <li>Use of support to implement specific materials, approaches and resources as appropriate e.g. Circle of Friends, Socially Speaking, and Social Stories</li> <li>Support from other agencies as appropriate. e.g. Autism Team (SEN Services), Speech and Language Therapy (SALT).</li> </ul>  |
| <b>Curriculum and Teaching</b>  | <ul style="list-style-type: none"> <li>Flexibility will be needed in expectations to follow instructions/record work</li> <li>Instructions supported by visual and written clues</li> <li>Preparation for any change and the need for clear routines/use of visual timetables. Reduction of complex language especially when giving instructions/visual clues used to support learning.</li> </ul> | <ul style="list-style-type: none"> <li>Curriculum access will be facilitated by using a structured approach, which may involve: using visual systems or timetables; reducing language for instructions/information giving</li> <li>Teaching strategies should give consideration to difficulties with transfer of skills</li> <li>Teaching approaches should take account of difficulties in the understanding of social rules and expectations within the classroom; slow processing of information and organisational issues</li> </ul>   | <ul style="list-style-type: none"> <li>Curriculum access will be facilitated by using a structured approach which may involve: using visual systems or timetables; reducing language for instruction/information giving/visual clues; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom</li> <li>One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations</li> <li>May need enhanced PSE teaching to ensure skills embedded</li> <li>Support with recording work.</li> </ul> |

| <b>COMMUNICATION AND INTERACTION NEEDS</b>      |   |  |  |
|---|---|--|--|
| <b>Speech, Language and Communication Needs</b> |   |  |  |
|   | <b>Range 1</b>  | <b>Range 2</b>   | <b>Range 3</b>   |
| <b>Assessment</b>                               | <ul style="list-style-type: none"> <li>Part of normal school and class assessments. SENCO may be involved in more specific assessment and observations.</li> </ul>  | <ul style="list-style-type: none"> <li>As Range 1 plus use of more detailed National Curriculum assessment tools e.g. B Squared /PIVATS.</li> <li>Involvement of education and health professionals as appropriate.</li> </ul>   | <ul style="list-style-type: none"> <li>As Range 2 plus more systematic application of assessment tools.</li> <li>Involvement of education and non-education professionals as appropriate.</li> </ul>   |
| <b>Planning</b>                                 | <ul style="list-style-type: none"> <li>Normal curriculum plans include individual/group targets.</li> <li>Planning shows opportunities for some small group targeted talk and differentiated questions</li> <li>Parents involved regularly and support targets at home.</li> <li>Pupils involved in setting and monitoring their targets.</li> </ul>  | <ul style="list-style-type: none"> <li>Curriculum plan reflects levels of achievement and includes individually focused IEP targets.</li> <li>Planning shows evidence of increased opportunities for targeted talk and some individually planned questions</li> <li>Meetings with parents to discuss IEP targets and outcomes of previously set targets.</li> </ul>  | <ul style="list-style-type: none"> <li>Curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific.</li> <li>There are targeted opportunities for talk and individually differentiated questions, shown on planning</li> <li>Meetings with parents to discuss IEP targets and outcomes of previously set targets.</li> </ul>  |
| <b>Grouping for Teaching</b>                    | <ul style="list-style-type: none"> <li>Mainstream class with flexible grouping arrangements.</li> <li>Opportunities for small group work based on identified need e.g. listening/ expressive language.</li> <li>Time limited small group based on specific need.</li> <li>Attention to position in the classroom and acoustics</li> </ul>   | <ul style="list-style-type: none"> <li>Mainstream class with regular targeted small group support.</li> <li>Time limited programmes of small group work based on identified need.</li> <li>On going opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate.</li> <li>Attention to position in the classroom and acoustics</li> </ul>  | <ul style="list-style-type: none"> <li>Mainstream class, predominantly working on modified curriculum tasks.</li> <li>Frequent opportunities for small group work based on identified need.</li> <li>Daily opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate.</li> <li>Attention to position in the classroom and acoustics.</li> </ul>  |
| <b>Human Resources/Staffing</b>                 | <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with advice from SENCO.</li> <li>Teaching Assistant routinely used to support flexible groupings, differentiation and some 1:1.</li> <li>Additional adults actively support pupils by modifying teacher talk and scaffolding responses during introduction and plenary.</li> </ul>   | <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate.</li> </ul>  | <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate.</li> <li>Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1.</li> </ul>  |
| <b>Curriculum and Teaching</b>                  | <ul style="list-style-type: none"> <li>Increased differentiation by presentation and/or outcome e.g. visual aids, modelling responses, allowing time to answer</li> <li>Simplify level/pace/amount of teacher talk.</li> <li>High quality use of language modelled by all adults in school</li> <li>Increased emphasis on identifying and teaching to preferred learning style.</li> <li>Time to Talk Small Group programme for speaking and listening</li> <li>Trained staff to deliver Elkan intervention.</li> </ul> | <ul style="list-style-type: none"> <li>Increasingly individualised programme including modified tasks within an inclusive curriculum.</li> <li>Modify level/pace/amount of teacher talk to pupils' identified need.</li> <li>Teaching methods adapted to suit individual's identified learning style (e.g. Visual, Auditory, Kinaesthetic (VAK).</li> <li>Opportunities for explanation, clarification and reinforcement of lesson content and language.</li> <li>Individual targets within group programmes and/or 1:1 for speaking and listening.</li> <li>Time to Talk 1:1 programmes for speaking and listening</li> <li>Trained staff to deliver Elkan intervention.</li> </ul> | <ul style="list-style-type: none"> <li>Tasks and presentation personalised to pupil's needs.</li> <li>Individualised level/pace/amount of teacher talk.</li> <li>Learning style determines teaching methods.</li> <li>Emphasis on consolidation and lateral progress before introducing new skills.</li> <li>Regular opportunities for explanation, clarification and reinforcement of lesson content and language.</li> <li>Time to Talk 1:1 programmes for speaking and listening</li> <li>Trained staff to deliver Elkan intervention.</li> </ul> |

## COGNITION AND LEARNING NEEDS

### Moderate Learning Needs

|                                 | <b>Range1</b>   | <b>Range 2</b>   | <b>Range 3</b>   |
|---------------------------------|---|--|--|
| <b>Assessment</b>               | <ul style="list-style-type: none"> <li>Part of normal school and class assessments.</li> </ul>  | <ul style="list-style-type: none"> <li>SENCO may be involved in more specific assessment and observations.</li> <li>e.g. B Squared /PIVATS specific screening tools</li> <li>SENCO may seek advice from education and non-education professionals as appropriate.</li> </ul>   | <ul style="list-style-type: none"> <li>SENCO takes advice from assessment by Learning Support/Educational Psychologist and the involvement of education and non-education professionals as appropriate.</li> </ul>   |
| <b>Planning</b>                 | <ul style="list-style-type: none"> <li>Normal curriculum plans include Quality First Teach (QFT) strategies.</li> <li>Parents and children involved in monitoring and supporting their targets.</li> </ul>  | <ul style="list-style-type: none"> <li>Curriculum plan reflects levels of achievement; progress is tracked via school tracking, half termly.</li> <li>Meetings with parents to discuss IEP targets and outcomes of previously set targets.</li> </ul>  | <ul style="list-style-type: none"> <li>Curriculum plans and progress are closely monitored by school tracker, half termly.</li> <li>Targets are individualised, short term and specific.</li> <li>Meetings with parents to discuss IEP targets and outcomes of previously set targets.</li> </ul>  |
| <b>Grouping for Teaching</b>    | <ul style="list-style-type: none"> <li>Mainstream class with flexible grouping arrangements.</li> <li>Opportunities for small group work based on identified need e.g. listening/thinking.</li> </ul>   | <ul style="list-style-type: none"> <li>Mainstream class with enhanced differentiation, regular targeted small group support.</li> <li>Time limited programmes of small group work based on identified need.</li> <li>Opportunities for some 1:1 support focused on specific targets, with outcomes closely monitored.</li> <li>Advice from Learning Difficulties (LD)/Educational Psychologist (EP) is reflected in targets.</li> </ul>        | <ul style="list-style-type: none"> <li>Mainstream class, predominantly working on modified curriculum tasks.</li> <li>Frequent opportunities for small group work based on identified need.</li> <li>Daily opportunities for 1:1 support focused on specific IEP targets.</li> </ul>   |
| <b>Human Resources/Staffing</b> | <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with advice from SENCO.</li> <li>Teaching Assistant routinely used to support flexible groupings and differentiation</li> </ul>  | <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate.</li> <li>Teaching Assistants, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated.</li> </ul>  | <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate.</li> <li>Teaching Assistants, under the direction of the teacher provides sustained targeted support on an individual/group basis. May include withdrawal, carefully monitored.</li> </ul>   |
| <b>Curriculum and Teaching</b>  | <ul style="list-style-type: none"> <li>Differentiation by presentation, activity and/or outcome.</li> <li>Simplify level/pace/amount of teacher talk.</li> <li>Emphasis on identifying and teaching gaps highlighted by APPs.</li> <li>Opportunities for skill reinforcement/revision/transfer and generalisation.</li> </ul>   | <ul style="list-style-type: none"> <li>Programme includes differentiated and modified tasks within an inclusive curriculum.</li> <li>Modify level/pace/amount of teacher talk to pupils' identified need.</li> <li>Programmes to consist of small achievable steps.</li> <li>Pre teach concepts and vocabulary</li> <li>Emphasis on using and applying and generalisation of skills.</li> <li>Interventions available as in range 1</li> </ul> | <ul style="list-style-type: none"> <li>Tasks and presentation increasingly individualised and modified in an inclusive curriculum</li> <li>Visual cues to support auditory information at all stages of delivery.</li> <li>Individualised level/pace/amount of teacher talk.</li> <li>Ensure transfer and generalisation of skills has occurred before teaching anything new.</li> <li>Small steps targets within group programmes and/or 1:1</li> </ul> |
| <b>Additional</b>               | <p><b>Difficulties with reading</b></p> <ul style="list-style-type: none"> <li>Peer reading daily for extra reading practice.</li> <li>Better reading available delivered by Teaching Assistants.</li> <li>One to one reading intervention available in KS1 trained members of staff.</li> </ul> <p><b>Difficulties with numeracy skills</b></p> <ul style="list-style-type: none"> <li>Interventions available delivered by Teaching Assistants</li> </ul> <p>One to one numeracy intervention trained member of staff</p> |  |  |

## COGNITION AND LEARNING NEEDS

### Specific Learning Difficulties

|                                 | <b>Range1</b>  | <b>Range 2</b>   | <b>Range 3</b>  |
|---------------------------------|--|--|---|
| <b>Assessment</b>               | <ul style="list-style-type: none"> <li>Part of normal school and class assessments.</li> </ul>   | <ul style="list-style-type: none"> <li>SENCo uses screening tools(e.g. Madeleine Portwood / Aston Index )</li> <li>Involvement of education and non-education professionals as appropriate.</li> </ul>   | <ul style="list-style-type: none"> <li>As Range 2 plus more in depth assessment of specific areas of need</li> <li>SENCo continues to take advice from education and non-education professionals as appropriate</li> </ul>  |
| <b>Planning</b>                 | <ul style="list-style-type: none"> <li>Normal curriculum plans include Quality First Teach</li> <li>Parents and children involved in monitoring and supporting their targets.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Curriculum plan reflects levels of achievement; progress is tracked via school tracking, half termly.</li> <li>Meetings with parents to discuss IEP targets and outcomes of previously set targets.</li> </ul>  | <ul style="list-style-type: none"> <li>Curriculum plans and progress are closely monitored by school tracker.</li> <li>Targets are multi sensory, individualised, short term and specific.</li> <li>Meetings with parents to discuss IEP targets and outcomes of previously set targets.</li> </ul>   |
| <b>Grouping for Teaching</b>    | <ul style="list-style-type: none"> <li>Mainstream class with flexible grouping arrangements.</li> <li>Opportunities for small group work based on identified need e.g. Reading.</li> </ul>                                 | <ul style="list-style-type: none"> <li>Mainstream class with regular targeted small group support.</li> <li>Time limited programmes of small group work based on identified need.</li> <li>Some opportunities for 1:1 support focused on specific targets, with outcomes closely monitored.</li> <li>Advice from Learning Support/Educational Psychologist is reflected in targets.</li> </ul> | <ul style="list-style-type: none"> <li>Mainstream class, with provision for alternative ways of recording.</li> <li>Frequent opportunities for small group work based on identified need.</li> <li>Some opportunities for 1:1 support focused on specific targets identified through assessment, ensuring revision and over learning are incorporated.</li> </ul>   |
| <b>Human Resources/Staffing</b> | <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with advice from SENCO.</li> <li>Teaching Assistants routinely used to support flexible groupings, differentiation and some 1:1.</li> </ul> | <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate.</li> <li>Teaching Assistant, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated.</li> </ul>   | <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate.</li> <li>Teaching Assistant, under the direction of the teacher provides support on differentiated recording tasks.</li> <li>May include withdrawal, carefully monitored.</li> <li>Opportunities for reading spelling and writing activities in line with assessment results</li> </ul>                               |
| <b>Curriculum and Teaching</b>  | <ul style="list-style-type: none"> <li>Differentiating for the students identified area(s) of weakness.</li> </ul>   | <ul style="list-style-type: none"> <li>Specific multisensory, cumulative, structured programmes to support the acquisition of key literacy cursive handwriting, numeracy and motor skills.</li> <li>Differentiated curriculum with some modification and alternative recording programmes including ICT if appropriate.</li> </ul>   | <ul style="list-style-type: none"> <li>Structured cumulative multisensory programme run on a 1:1 or small group basis as appropriate.</li> <li>Tasks and presentation increasingly individualised and modified in an inclusive curriculum</li> <li>Visual cues to support auditory information at all stages of delivery.</li> <li>Ensure transfer and generalisation of skills has occurred before teaching anything new.</li> <li>Small steps targets within group programmes and/or 1:1</li> </ul> |

## BEHAVIOURAL, EMOTIONAL AND SOCIAL DEVELOPMENT

### Behavioural, Social and Emotional Needs

|                              | Range1  | Range 2   | Range 3   |
|------------------------------|---|---|---|
| <b>Assessment</b>            | <ul style="list-style-type: none"> <li>Part of normal school and class assessments. SENCO.</li> <li>Pupil self assessment methods used.</li> <li>Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers,</li> <li>Risk assessments of difficult times of the school day</li> <li>Progress should be a measured change in their behaviour and learning following each review cycle</li> <li>Recognition of learning styles and motivational levers</li> </ul>   | <ul style="list-style-type: none"> <li>As range 1 plus More detailed and targeted observation i.e. interval sampling</li> <li>Use and analysis of assessment tools</li> <li>Assessment related to intervention strategy</li> <li>Pupil self assessment extended to inform individual Behaviour Plans</li> <li>More detailed recording, monitoring of frequency, intensity, ABCs over a range of contexts</li> <li>Wider assessments for learning/other SEN</li> <li>Determine engagement of necessary education/ non-education support services possibly leading to Common Assessment Framework (CAF).</li> </ul>         | <ul style="list-style-type: none"> <li>As Range 2 plus more systematic application of assessment tools</li> <li>Involvement of education and non-education professionals as appropriate through CAF processes</li> </ul>  |
| <b>Planning</b>              | <ul style="list-style-type: none"> <li>Individualised programme of support related to assessments implemented.</li> <li>Parents involved regularly and support targets at home</li> <li>Pupils involved in setting and monitoring their targets</li> <li>Involvement of learning mentors.</li> <li>Pupils response to social/ learning environment informs cycle of Individual Behaviour Plans/portable behaviour plans formulation and implementation</li> </ul>   | <ul style="list-style-type: none"> <li>Curriculum plan reflects levels of achievement and includes individually focused IEP targets e.g. specific behaviour targets related to assessment: consideration of adapted timetable</li> <li>Additional steps taken to engage pupil and parents as appropriate</li> <li>Identifying non educational input</li> <li>Requires effective communication systems enabling all involved to provide consistent support</li> <li>Meetings with parents to discuss IEP targets and outcomes of previously set targets.</li> <li>CAF processes determine holistic support plan</li> </ul> | <ul style="list-style-type: none"> <li>Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific</li> <li>More frequent involvement of parent/carer to engage pupil.</li> <li>Access to additional resources are accurately accounted for</li> <li>Prevention placement managed through joint school/Pupil Referral Unit support programme</li> <li>Prevention placements co-ordinated by Secondary Panel</li> <li>CAF Multi-agency planning processes specify contribution of individual services and lead practitioner. Inter-agency communication established and maintained</li> </ul> |
| <b>Grouping for Teaching</b> | <ul style="list-style-type: none"> <li>Mainstream class with attention paid to organisation and pupil groupings</li> <li>Opportunities for small group work based on identified need e.g. listening/thinking/social skills.</li> <li>Time limited mainstream classroom programme of support, which relates to assessments</li> <li>Small group work to learn appropriate behaviours and for associated learning difficulties</li> <li>Individual programme based on specific need</li> <li>A quiet area in the classroom may be useful for individual work</li> </ul> | <ul style="list-style-type: none"> <li>In addition to the provision at range 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets.</li> <li>Mainstream class with regular targeted small group support.</li> <li>Time-limited programmes of small group work based on identified need.</li> </ul>  | <ul style="list-style-type: none"> <li>Mainstream class, predominantly working on modified curriculum tasks</li> <li>Frequent opportunities for small group work based on identified need</li> <li>Daily opportunities for 1:1 support focused on specific Social Emotional Behaviour Difficulties/learning targets</li> <li>Pupil Referral Unit prevention placements offers intensive individual and small group support</li> </ul>   |

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|--|--|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Human Resources/Staffing</b></p> | <ul style="list-style-type: none"> <li>• Main provision by class/subject teacher staff and resources usually available in the classroom.</li> <li>• Support/advice from SENCo with assessment and planning</li> <li>• Teaching Assistant routinely used to support flexible groupings, differentiation and some 1:1</li> <li>• Close monitoring to identify “hotspots”</li> <li>• Support for times identified by risk assessments</li> <li>• Close liaison and common approach with parents/carers/home school diary approach.</li> </ul>   | <ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with advice and support from SENCO</li> <li>• Teaching Assistants, under the direction of teacher, provides sustained targeted support on an individual/group basis</li> <li>• May include withdrawal</li> <li>• Additional daily support provided within school to support learning and behaviour</li> <li>• Increased parental/carer involvement and multi-agency support services to plan and regularly review IEPs.</li> <li>• Encouragement and inclusion in an extra curricular activities.</li> </ul>   | <ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate</li> <li>• Daily access to staff in school with experience of Social Emotional Behaviour Difficulties, e.g. learning mentor SENCo</li> <li>• Teaching Assistant, under the direction of the teacher, supports pupil working on modified curriculum tasks</li> <li>• Increased access to a combination of individual, small group and whole class activities</li> </ul>   |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Curriculum and Teaching</b></p>  | <ul style="list-style-type: none"> <li>• In class differentiation of the curriculum and supporting materials enabling full access to the curriculum</li> <li>• Strategies developed shared with school staff, parent/carer</li> <li>• Increased differentiation by presentation and/or outcome</li> <li>• Simplify level, pace, amount of teacher talk/ instructions</li> <li>• Increased emphasis on identifying and teaching to preferred learning style</li> <li>• Opportunities for skill reinforcement/revision/transfer and generalisation</li> <li>• Some use of specific group or 1:1 programmes</li> <li>• Preparation for any change and the need for clear routines.</li> </ul> | <ul style="list-style-type: none"> <li>• Modify level/pace/amount of teacher talk to pupils’ identified need.</li> <li>• Individual targets within group programmes and/or 1:1</li> <li>• Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom</li> <li>• Emphasis on increasing differentiation of activities and materials and take account of individual learning styles</li> <li>• Short term individual support focusing on listening, concentration, social skills, solution focused approaches</li> <li>• Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution</li> <li>• Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama</li> <li>• Nurture Group in place when children are identified with needs in KS1. Nurture group provision also continues into KS2</li> <li>• School councils, buddy schemes, circle time, breakfast clubs, homework clubs and after school activities.</li> </ul> | <ul style="list-style-type: none"> <li>• Teaching focuses on both curriculum and Social Emotional Behaviour Difficulties outcomes throughout the school day</li> <li>• Tasks and presentation personalised to pupil’s needs.</li> <li>• Individualised level/pace/ amount of teacher talk.</li> <li>• Learning style determines teaching methods</li> <li>• 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations</li> <li>• Small steps targets within group programmes and/or 1:1 work tasks</li> <li>• Targets are monitored with the pupil daily targets</li> <li>• Accessing mainstream lessons for most of the time with complimentary access to Learning Support Unit (LSU) or other internal support arrangements</li> <li>• Pupil Referral Unit (PRU) prevention placements.</li> </ul> |



## SENSORY AND PHYSICAL NEEDS

### Hearing Impairment

|                                 | Range 1  | Range 2   | Range 3   |
|---------------------------------|--|---|---|
| <b>Assessment</b>               | <ul style="list-style-type: none"> <li>Part of school and class assessments</li> </ul>   | <ul style="list-style-type: none"> <li>Part of school and class assessments</li> <li>Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to Support Team for Deaf Children</li> </ul>  | <ul style="list-style-type: none"> <li>Part of school and class assessments</li> <li>May require modification to the presentation of assessments</li> <li>Use of speech audiometry and other specialist tools to assess access to spoken language in class</li> </ul>   |
| <b>Planning</b>                 | <ul style="list-style-type: none"> <li>Normal curriculum plans include individual/group targets</li> </ul>   | <ul style="list-style-type: none"> <li>Normal curriculum plans include individual/group targets</li> </ul>  | <ul style="list-style-type: none"> <li>Curriculum plan reflects levels of achievement and includes individually focused IEP targets</li> </ul>  |
| <b>Grouping for Teaching</b>    | <ul style="list-style-type: none"> <li>Mainstream class</li> <li>Attention to seating, lighting and acoustics</li> </ul>   | <ul style="list-style-type: none"> <li>Mainstream class</li> <li>Attention to seating, lighting and acoustics</li> </ul>  | <ul style="list-style-type: none"> <li>Mainstream class</li> <li>Attention to seating, lighting and acoustics</li> <li>Opportunities for 1:1 and small group work</li> </ul>  |
| <b>Human Resources/Staffing</b> | <ul style="list-style-type: none"> <li>Main provision by class/subject teacher</li> <li>Advice from Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management. Advice given by hospital audiologist.</li> </ul> | <ul style="list-style-type: none"> <li>Main provision by class/subject teacher</li> <li>Single piece of work on referral:                             <ul style="list-style-type: none"> <li>Contact family</li> <li>Visit school:                                     <ul style="list-style-type: none"> <li>Observe pupil in class</li> <li>Speak to pupil</li> <li>Speech discrimination</li> <li>Gather data on progress</li> <li>Advise staff (class teacher / SENCO)</li> </ul> </li> </ul> </li> <li>Written report circulated to school, family, hospital</li> <li>Additional support if needs change on request from school</li> </ul> | <ul style="list-style-type: none"> <li>Main provision by class/subject teacher</li> <li>Initial piece of work on referral:                             <ul style="list-style-type: none"> <li>Contact family</li> <li>Visit school:                                     <ul style="list-style-type: none"> <li>Observe pupil in class</li> <li>Speak to pupil</li> <li>Speech discrimination</li> <li>Gather data on progress</li> <li>Advise staff (class teacher / SENCO)</li> </ul> </li> </ul> </li> <li>Written report circulated to school, family, hospital</li> <li>Annual electroacoustic hearing aid checks</li> <li>Monitoring visit to speak to pupil/SENCO</li> <li>Issue radio aid</li> <li>Monitor radio aid use</li> <li>Up to 6 visits per year from TOD/PIM</li> <li>Possible input from non-education professionals e.g. SALT</li> </ul> |
| <b>Curriculum and Teaching</b>  | <ul style="list-style-type: none"> <li>Full inclusion within National Curriculum</li> </ul>  | <ul style="list-style-type: none"> <li>Full inclusion within National Curriculum</li> <li>Teaching methods which facilitate access to the curriculum, social/emotional development and class participation</li> </ul>   | <ul style="list-style-type: none"> <li>Full inclusion within National Curriculum</li> <li>Possible differentiation by presentation and/or outcome</li> <li>Opportunities for explanation, clarification and reinforcement of lesson content and language</li> <li>Specific interventions for speaking, listening and teaching of phonics</li> </ul>   |



## SENSORY AND PHYSICAL NEEDS

### Visual Impairment

|                                  | <b>Range1</b>   | <b>Range 2</b>  | <b>Range 3</b>   |
|----------------------------------|---|---|--|
| <b>Assessment &amp; Planning</b> | <ul style="list-style-type: none"> <li>School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</li> </ul>   | <ul style="list-style-type: none"> <li>School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</li> </ul>   | <ul style="list-style-type: none"> <li>Planning based on current visual performance and prognosis of possible changes.</li> </ul>  |
| <b>Grouping for Teaching</b>     | <ul style="list-style-type: none"> <li>Mainstream class.</li> <li>Attention to seating position in classroom</li> </ul>   | <ul style="list-style-type: none"> <li>Mainstream class.</li> <li>Attention to seating position in classroom.</li> </ul>  | <ul style="list-style-type: none"> <li>Mainstream class.</li> <li>Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate</li> </ul>   |
| <b>Human Resources/Staffing</b>  | <ul style="list-style-type: none"> <li>Teachers aware of how to support pupil/prepare appropriate resources.</li> <li>Teaching assistant aware of how to support child.</li> </ul>  | <ul style="list-style-type: none"> <li>Teachers aware of how to support pupil/prepare appropriate resources.</li> <li>Teaching assistant aware of how to support child.</li> <li>SENCo takes advice from Visual Impairment Team.</li> </ul>   | <ul style="list-style-type: none"> <li>Teachers aware of how to support pupil/prepare appropriate resources.</li> <li>Teaching assistant aware of how to support child.</li> <li>SENCo takes advice from Visual Impairment Team.</li> </ul>  |
| <b>Curriculum and Teaching</b>   | <ul style="list-style-type: none"> <li>Quality First Teaching</li> <li>Full inclusion within mainstream class.</li> <li>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</li> <li>Resources modified.</li> </ul> | <ul style="list-style-type: none"> <li>Quality First Teaching</li> <li>Full inclusion within mainstream class.</li> <li>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</li> <li>School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil.<br/>E.g. oral descriptions of visual materials</li> </ul> | <ul style="list-style-type: none"> <li>Quality First Teaching</li> <li>Full inclusion within mainstream class.</li> <li>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</li> <li>Some modification / differentiation of learning materials and curriculum delivery to facilitate access. Eg. Attention to speed of lesson delivery and speed of working of Visual Impairment pupil.</li> </ul> |

## SENSORY AND PHYSICAL NEEDS

### Multi-Sensory Impairment

|                                  | <b>Range1</b>  | <b>Range 2</b>  | <b>Range 3</b>   |
|----------------------------------|--|---|--|
| <b>Assessment &amp; Planning</b> | School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.  | School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.   | <ul style="list-style-type: none"> <li>Part of school and class assessments</li> <li>Visual and hearing assessments</li> <li>Functional sensory assessment</li> <li>As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development</li> <li>Curriculum plan closely tracks levels of achievement</li> <li>IEP targets are individual, short term and specific</li> <li>IEP targets jointly formulated and monitored with QTMSI</li> </ul> |
| <b>Grouping for Teaching</b>     | <ul style="list-style-type: none"> <li>Mainstream class.</li> <li>Attention to seating position in classroom</li> </ul>  | <ul style="list-style-type: none"> <li>Mainstream class.</li> <li>Attention to seating position in classroom.</li> </ul>  | Daily opportunities for small group work and individual support to ensure access to new experiences and afford opportunities to complete work, preview and review lessons  |
| <b>Human Resources/Staffing</b>  | <ul style="list-style-type: none"> <li>Teachers aware of how to support child from advice from SENCo.</li> <li>Teaching assistants under the direction of the class teacher to support child in small groups with some opportunity for 1:1.</li> </ul>                             |   | <ul style="list-style-type: none"> <li>Daily access to individual support, trained to meet the needs of pupils with Multi-sensory Impairment</li> <li>Input from mobility/rehabilitation officer</li> <li>Input from other educational and non-educational professionals as appropriate</li> <li>Need for balanced approach to support and intervention to facilitate social inclusion</li> <li>SENCo has training of sensory integration and sensory processing disorder.</li> </ul>          |
| <b>Curriculum and Teaching</b>   | <ul style="list-style-type: none"> <li>Quality First Teaching</li> <li>Full inclusion within mainstream class.</li> <li>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</li> <li>Modified resources</li> </ul> | <ul style="list-style-type: none"> <li>Quality First Teaching</li> <li>Full inclusion within mainstream class.</li> <li>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</li> <li>School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil.</li> </ul> <p>Eg. oral descriptions of visual materials</p> | <ul style="list-style-type: none"> <li>Significant modification to learning materials and curriculum delivery</li> <li>Individual mobility and independence/life skills programmes</li> </ul>  |

## SENSORY AND PHYSICAL NEEDS

### Physical Difficulties

|                                      | <b>Range 1</b>   | <b>Range 2</b>   | <b>Range 3</b>  |
|--------------------------------------|--|--|---|
| <b>Assessment</b>                    | <ul style="list-style-type: none"> <li>Part of settings and Foundation Stage assessments. SENCO may be involved in more specific assessment and observations.</li> <li>Regular review of personal educational plan</li> <li>Pre 5 referral advice from the teaching support service for Nursery and Reception children.</li> </ul> | <ul style="list-style-type: none"> <li>As for range one but with advice from teaching support service and possibly health care professionals.</li> </ul>   | <ul style="list-style-type: none"> <li>For mobility and curriculum access to be carried out by both educational and health colleagues.</li> <li>May need specialist seating</li> <li>May need ICT assessment to aid with future curriculum recording.</li> </ul>  |
| <b>Planning</b>                      | <ul style="list-style-type: none"> <li>Settings curriculum plans including individual/group targets.</li> <li>Parents/carers involved regularly and support targets at home.</li> </ul>  | <ul style="list-style-type: none"> <li>Normal curriculum planning in addition to closely focussed and monitored IEP targets.</li> </ul>  | <ul style="list-style-type: none"> <li>Curriculum planning now closely linked to IEP targets.</li> <li>Modified PE/outdoor play curriculum is likely to be needed.</li> </ul>   |
| <b>Grouping for Teaching</b>         | <ul style="list-style-type: none"> <li>Mainstream class with flexible approach to grouping and or some individual work.</li> <li>Circle time activities to help build self esteem.</li> </ul>  | <ul style="list-style-type: none"> <li>Full inclusion within the National Curriculum Guidance for the Foundation Stage through enhanced use of differentiation and group support.</li> <li>Buddy system</li> <li>Circle time activities to help boost self esteem.</li> </ul>  | <ul style="list-style-type: none"> <li>Mainstream classroom setting.</li> <li>Small group or one to one adult input to practice skills.</li> <li>Individual skills based work may need to take place outside the classroom.</li> <li>Nurture group input may be necessary to help with low self-esteem.</li> </ul>  |
| <b>Resource – Human and Physical</b> | <ul style="list-style-type: none"> <li>Main support from foundation stage practitioners with support from SENCO.</li> <li>All entrances to the school are fitted with ramps to ensure wheelchair access.</li> <li>Disabled toilet and showering facilities.</li> </ul>   | <ul style="list-style-type: none"> <li>Main support from foundation stage practitioners with support from SENCO and or specialist support service when needed</li> <li>Input from teaching assistant to provide targeted support under the direction of teacher.</li> <li>Some support/supervision may be needed to meet hygiene needs and or outside play and at lunch time</li> <li>All entrances to the school are fitted with wheelchair access.</li> <li>Disabled toilet and showering facilities.</li> </ul> | <ul style="list-style-type: none"> <li>Flexible use of classroom support to access curriculum and develop skills in recording.</li> <li>All entrances to the school are fitted with wheelchair access.</li> <li>Disabled toilet and showering facilities.</li> <li>Training and advice from specialist support service for teaching and support staff.</li> </ul> |
| <b>Curriculum and Teaching</b>       | <ul style="list-style-type: none"> <li>Pre handwriting assessment and relevant skills practice</li> <li>Access to gross motor skills assessment.</li> <li>Madeleine Portwood intervention programme.</li> <li>May need access to basic equipment such as pencil grips, stubby handled paint brush.</li> </ul>                      | <ul style="list-style-type: none"> <li>Pre handwriting skills programme.</li> <li>Access to gross motor skills assessment.</li> <li>Madeleine Portwood intervention programme.</li> </ul>  | <ul style="list-style-type: none"> <li>Programme to support pre handwriting and handwriting skills.</li> <li>Differentiated writing materials and equipment.</li> <li>Differentiation to PE curriculum.</li> <li>Dressing and undressing skills programme.</li> <li>Will need specialist seating and or furniture or equipment.</li> </ul>                        |