



Clayton Village Primary School is a fully inclusive school. We ensure that all pupils achieve their potential personally, socially, emotionally and academically (regardless of their gender, ethnicity, social background, religion, sexual identity, 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 SEN in order that they achieve their full potential.

### **What is a Special Educational Need or Disability?**

Children have special educational needs if they have a **learning difficulty** that calls for **additional and different provision** to be made for them.

### **Children have a learning difficulty if they:**

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

(2014 SEN Code of Practice)

1. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

### **The SENCO**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and provision mapping to make sure all children get a consistent, high quality response to meeting their needs in school.



- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

### **Class/subject teacher**

Responsible for:

- Quality First Teaching.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing Individual Education Plans (IEP) where required, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned provision for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.



### **Headteacher**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The head will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The head must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **SEN Governor**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

### **Parents**

Responsible for:

- If you have concerns about your child's progress you should speak to your child's class teacher.

2. How will the school let me know if they have any concerns about my child's learning?

If your child is identified as not making expected progress or has additional needs the school will set up a meeting to discuss this with you in more detail and to:



- Share initial concerns between school and home
- Arrange additional support or interventions your child may need
- Monitor progress and share assessment review
- Discuss any further referrals to other professionals if necessary

### 3. How is extra support allocated to children?

- The school budget, received from Bradford LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
  - a. the children getting extra support already
  - b. the children needing extra support
  - c. the children who have been identified as not making as much progress as would be expected
  - d. Deciding what resources/training and support are needed.
- All resources/training and support are reviewed regularly and changes made as needed.

### 4. What are the 'Ranges of Need'?

Bradford Council have identified 7 'Ranges of Need' for pupils with SEN. Within a mainstream school it is expected that provision will be made for pupils within Ranges 1-3 (and 4 dependent on the individual child)



- Autistic Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SLD)
- Behavioural, Social and Emotional Needs (BSEN)
- Hearing Impairment (HI)
- Visual Impairment (VI)
- Multi-Sensory Impairment (MSI)
- Physical Difficulties (PD)

For further details about each Range please refer to Bradford Council's Summary of Provision document the Bradford Council's Guidance by Primary Need documents.

## 5. What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- IEP's will be reviewed with your involvement each term as appropriate.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- The school's Learning Mentor are available on certain days



## 6. What are the different types of support available for children with SEND in Clayton Village?

### **Your child will receive:**

- Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

### **Your child may receive:**

- Specific group work with in a smaller group of children.
- Specific targeted work on an individual basis as part of a small group
- Specialist individual support or groups run by outside agencies e.g Speech and Language therapy OR Occupational therapy groups
- Specified Individual support

**For more detail on provision offered please refer to question 4**

## 7. Who are the other people providing services to children with an SEN in this school?

- Autism Support Team
- School Nursing Team
- Education Psychology Service
- CAMHS
- Health Services as appropriate
- Early Years Intervention Services



- Behaviour Support Service
- Cognition and Learning Team

## 8. Does my child need an Education, Health and Care Plan (EHCP)?

Where your child is identified as having severe and complex needs and is in need of particularly high level of individual or small group support which cannot be provided from the budget available in school an Educational Health Care Plan (EHC plan) may be applied for.

What would this mean for you and your child?

Where your child is identified as having severe and complex needs and is in need of particularly high level of individual or small group support which cannot be provided from the budget available in school an Educational Health Care Plan (EHC plan) may be applied for.

What would this mean for you and your child?

- Specialist professionals will have been involved in trying to meet your child's needs.
- The school (or you) can apply to the Local Authority for a statutory assessment of your child's needs. This is a legal assessment in which your views and those of professionals who have worked with your child will be considered.
- If the Local Authority agrees that your child's needs are severe and complex enough to need a Statutory Assessment additional information will be gathered and will be used in the writing of an EHC plan.
- You and your child will be asked to contribute to this.
- An EHC plan will have long and short term goals for your child. It will set out the number of hours of support that will be provided by the Local Authority, how this support should be used and what strategies will be used to help your child to meet their goals.
- You will be contacted to discuss a 'personalised budget' for your child's additional provision.



- The EHC plan will be reviewed at an annual meeting in which you and the professionals involved with your child's provision will discuss their progress and set new short term targets.
- If the Local Authority does not agree that your child's needs are severe and complex enough to require a Statutory Assessment then the school will be asked to continue to provide personalised support.

Clayton Village Primary School is able to offer the following additional provision to those children with special educational needs.

		Range 1	Range 2	Range 3
Communication and Interaction Needs:	Autistic Spectrum Conditions	<p><b>Assessment</b> Part of normal school and class assessments. SENCo may be involved in more specific assessments and observations.</p> <p><b>Planning</b> Normal curriculum plans include individual/group targets. Parents involved regularly and support targets at home. Pupil involved in setting and monitoring targets.</p> <p><b>Grouping for teaching</b> Mainstream class with specific support for targets which involve communication and interaction. Opportunities for over-learning basic concepts within a small group.</p>	<p><b>Assessment</b> As Range 1 plus use of more detailed NC assessment tools e.g. B Squared/PIVATS. Involvement of education and non-education professionals as appropriate.</p> <p><b>Planning</b> Curriculum plans reflect levels of achievement and includes individually focused IEP targets, especially Speech and Language components and PSHCE. Additional steps taken to involve parents and pupil as appropriate.</p> <p><b>Grouping for teaching</b> Mainstream class based, but with some opportunity for small group and individual work to target specific needs involving communication and interaction.</p>	<p><b>Assessment</b> As Range 2 plus more specialised assessment tools where appropriate staff and other agencies will offer support as appropriate.</p> <p><b>Planning</b> Whole school understanding of pupil's needs. Consideration of more specialised planning frameworks to prepare for the school day.</p> <p><b>Grouping for teaching</b> Mainstream class with targeted support. The need for small group work and one to one to develop individual targets and introduce any new concepts. Access to a quiet area within the</p>





		<p><b>Human resources and staffing</b> Flexible use of resources and staffing available in the classroom. Support to promote social skills and interactions with peers and over-learning of basic concepts. Support with recording of work.</p> <p><b>Curriculum &amp; teaching methods</b> Flexibility will be needed in expectations to follow instructions/ record work. Instructions supported by visual and written clues. Preparation for any change and the need for clear routines. Reduction of complex language especially when giving instructions.</p>	<p>A quiet area within the classroom may be useful for individual work. An individual table/area within the classroom may be helpful for independent working to offer opportunities for distraction free learning. Opportunities for one to one support</p> <p><b>Human resources and staffing</b> Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. This may also involve some modification to the environment (low stimulus; distraction-free). Use of support to implement specific materials, approaches and resources as appropriate. E.g. Circle of Friends; Social Stories. Support from other agencies as appropriate. E.g. Autism Team (SEN Services), Hub schools, SALT.</p> <p><b>Curriculum &amp; teaching methods</b> Curriculum access will be facilitated by using a structured approach, which may involve: using visual systems or</p>	<p>classroom when needed. It is likely that an individual table/work area would be useful to help focus learning and to offer opportunities for distraction free learning.</p> <p><b>Human resources and staffing</b> Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. Use of support to implement specific materials, approaches and resources as appropriate e.g. Circle of Friends, Socially Speaking, and Social Stories. Support from other agencies as appropriate. E.g... Autism Team (SEN Services), Hub schools, SALT.</p> <p><b>Curriculum &amp; teaching methods</b> Curriculum access will be facilitated by using a structured approach which may involve: using visual systems or timetables; reducing language for instruction/ information giving. Teaching strategies should give consideration to difficulties with transfer of skills.</p>
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			<p>timetables; reducing language for instructions/ information giving. Teaching strategies should give consideration to difficulties with transfer of skills.</p> <p>Teaching approaches should take account of difficulties in the understanding of social rules and expectations within the classroom; slow processing of information and organisational issues.</p>	<p>Teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom.</p> <p>One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations.</p> <p>May need enhanced PSE teaching to ensure skills embedded.</p>
Communication and Interaction Needs:	Speech, Language and Communication Needs	<p><b>Assessment</b> Part of normal school and class assessments. SENCO may be involved in more specific assessment and observations.</p> <p><b>Planning</b> Normal curriculum plans include individual/group targets. Planning shows opportunities for some small group targeted talk and differentiated questions. Parents involved regularly and support targets at home. Pupils involved in setting and monitoring their targets.</p> <p><b>Grouping for Teaching</b></p>	<p><b>Assessment</b> As Range 1 plus use of more detailed NC assessment tools e.g. B Squared /PIVATS. Involvement of education and health professionals as appropriate.</p> <p><b>Planning</b> Curriculum plan reflects levels of achievement and includes individually focused IEP targets. Planning shows evidence of increased opportunities for targeted talk and some individually planned questions. Additional steps taken to engage pupil and parents as appropriate.</p> <p><b>Grouping for Teaching</b></p>	<p><b>Assessment</b> As Range 2 plus more systematic application of assessment tools. Involvement of education and non-education professionals as appropriate.</p> <p><b>Planning</b> Curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific. There are targeted opportunities for talk and individually differentiated questions, shown on planning. Additional steps taken to engage pupil and parents as appropriate e.g. through ICAN materials, parent training or information sessions.</p>



		<p>Mainstream class with flexible grouping arrangements.          Opportunities for small group work based on identified need e.g. listening/ expressive language.          Time limited 1:1 programme based on specific need and any SALT programme as appropriate.          Attention to position in the classroom and acoustics (See Acoustic Toolkit)  <b>Human Resources/Staffing</b>          Main provision by class/subject teacher with advice from SENCO.          Additional adults routinely used to support flexible groupings, differentiation and some 1:1.          Additional adults actively support pupils by modifying teacher talk and scaffolding responses during introduction and plenary.  <b>Curriculum &amp; Teaching Methods</b>          Increased differentiation by presentation and/or outcome e.g. visual aids, modelling responses, allowing time to answer.          Simplify level/pace/amount of teacher talk.          High quality use of language modelled by all adults in school</p>	<p>Mainstream class with regular targeted small group support.          Time limited programmes of small group work based on identified need.          Ongoing opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate.          Attention to position in the classroom and acoustics  <b>Human Resources/Staffing</b>          Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate.          Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis.          May include withdrawal.  <b>Curriculum &amp; Teaching Methods</b>          Increasingly individualised programme including modified tasks within an inclusive curriculum.          Modify level/pace/amount of teacher talk to pupils' identified need.          Teaching methods adapted to suit individual's identified learning style (eg VAK).          Opportunities for explanation,</p>	<p><b>Grouping for Teaching</b>          Mainstream class, predominantly working on modified curriculum tasks.          Frequent opportunities for small group work based on identified need.          Daily opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate.          Attention to position in the classroom and acoustics.  <b>Human Resources/Staffing</b>          Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate.          Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1.  <b>Curriculum &amp; Teaching Methods</b>          Tasks and presentation personalised to pupil's needs.          Individualised level/pace/amount of teacher talk.          Learning style determines teaching methods.</p>
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		<p>Increased emphasis on identifying and teaching to preferred learning style. Some use of specific group or 1:1 programmes for speaking and listening.</p>	<p>clarification and reinforcement of lesson content and language. Individual targets within group programmes and/or 1:1 for speaking and listening.</p>	<p>Emphasis on consolidation and lateral progress before introducing new skills. Regular opportunities for explanation, clarification and reinforcement of lesson content and language. Small steps targets within group programmes and/or 1:1 for speaking and listening.</p>
<p>Cognition and Learning Needs:</p>	<p>Moderate Learning Needs</p>	<p><b>Assessment</b> Part of normal school and class assessments e.g. LD Baseline. <b>Planning</b> Normal curriculum plans include QFT strategies. Parents and children involved in monitoring and supporting their targets. <b>Grouping for teaching</b> Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need e.g. listening/thinking. <b>Human Resources/Staffing</b> Main provision by class/subject teacher with advice from SENCO. Additional adults routinely used to support flexible groupings and differentiation. <b>Curriculum &amp; Teaching Methods</b></p>	<p><b>Assessment</b> SENCO may be involved in more specific assessment and observations e.g. B Squared /PIVATS specific screening tools. SENCO may seek advice from education and non-education professionals as appropriate. <b>Planning</b> Curriculum plan reflects levels of achievement; progress is tracked via school tracking or CASPA. Pupil and parents are involved as above. <b>Grouping for teaching</b> Mainstream class with enhanced differentiation, regular targeted small group support. Time limited programmes of small group work based on identified need.</p>	<p><b>Assessment</b> SENCO takes advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate. <b>Planning</b> Curriculum plans and progress are closely monitored by CASPA or school tracker. Targets are individualised, short term and specific. Continued regular engagement of parents. <b>Grouping for teaching</b> Mainstream class, predominantly working on modified curriculum tasks. Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support</p>



		<p>Differentiation by presentation, activity and/or outcome. Simplify level/pace/amount of teacher talk. Emphasis on identifying and teaching gaps highlighted by LD Baseline assessment. Opportunities for skill reinforcement/ revision/ transfer and generalisation.</p>	<p>Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. Advice from LD/EP is reflected in targets. <b>Human Resources/Staffing</b> Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated. <b>Curriculum &amp; Teaching Methods</b> Programme includes differentiated and modified tasks within an inclusive curriculum. Modify level/pace/amount of teacher talk to pupils' identified need. Programmes to consist of small achievable steps. Pre teach concepts and vocabulary Emphasis on using and applying and generalisation of skills. Individual targets within group</p>	<p>focused on specific IEP targets. <b>Human Resources/Staffing</b> Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. Additional adult, under the direction of the teacher provides sustained targeted support on an individual/group basis. May include withdrawal, carefully monitored. <b>Curriculum &amp; Teaching Methods</b> Tasks and presentation increasingly individualised and modified in an inclusive curriculum. Visual cues to support auditory information at all stages of delivery. Individualised level/pace/amount of teacher talk. Ensure transfer and generalisation of skills has occurred before teaching anything new. Small steps targets within group programmes and/or 1:1.</p>
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			programmes and/or 1:1 carefully monitored and reviewed.	
Cognition and Learning Needs:	Specific Learning Difficulties	<p><b>Assessment</b> Part of normal school and class assessments e.g. LD baseline and teacher observations.</p> <p><b>Planning</b> Normal curriculum plans include QFT. Parents and children involved in monitoring and supporting their targets.</p> <p><b>Grouping for Teaching</b> Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need e.g. Reading.</p> <p><b>Human Resources/ Staffing</b> Main provision by class/subject teacher with advice from SENCO. Additional adults routinely used to support flexible groupings, differentiation and some 1:1.</p> <p><b>Curriculum &amp; Teaching Methods</b> Differentiating for the students identified area(s) of weakness. Dyslexia friendly school strategies and</p>	<p><b>Assessment</b> SENCO uses screening tools (e.g. Madeleine Portwood / Aston Index / Bangor / LUCID COPS / GL assessment etc). Involvement of education and non-education professionals as appropriate.</p> <p><b>Planning</b> Curriculum plan reflects levels of achievement, progress is tracked via school tracking. Pupil and parents are involved as above.</p> <p><b>Grouping for Teaching</b> Mainstream class with regular targeted small group support. Time limited programmes of small group work based on identified need. Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. Advice from LD/EP is reflected in targets.</p> <p><b>Human Resources/ Staffing</b></p>	<p><b>Assessment</b> As Range 2 plus more in depth assessment of specific areas of need SENCO continues to take advice from education and non-education professionals as appropriate.</p> <p><b>Planning</b> Curriculum plans and progress are closely monitored by school tracker. Targets are multi-sensory, individualised, short term and specific. Continued regular engagement of parents.</p> <p><b>Grouping for Teaching</b> Mainstream class, with provision for alternative ways of recording. Frequent opportunities for small group work based on identified need. Opportunities for 1:1 support focused on specific targets identified through assessment, ensuring revision and over learning are incorporated.</p> <p><b>Human Resources/ Staffing</b></p>



		<p>IDP strategies.</p>	<p>Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated.</p> <p><b>Curriculum &amp; Teaching Methods</b>          Specific multisensory, cumulative, structured programmes to support the acquisition of key literacy cursive handwriting, numeracy and motor skills. Differentiated curriculum with some modification and alternative recording programmes including ICT if appropriate.          Opportunity for over learning rehearsing and revising.</p>	<p>Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. Additional adult, under the direction of the teacher provides support on differentiated recording tasks. May include withdrawal, carefully monitored.</p> <p>Opportunities for reading spelling and writing activities in line with assessment results.</p> <p><b>Curriculum &amp; Teaching Methods</b>          Structured cumulative multisensory programme run on a 1:1 or small group basis as appropriate.          Tasks and presentation increasingly individualised and modified in an inclusive curriculum.          Visual cues to support auditory information at all stages of delivery. Ensure transfer and generalisation of skills has occurred before teaching anything new.          Small steps targets within group programmes and/or 1:1.</p>
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<p>Cognition and Learning Needs:</p>	<p>Behavioural, Social and Emotional Needs</p>	<p><b>Assessment</b>  Part of normal school and class assessments.  SENCO and or NPSLBA trained staff may be involved in more specific assessment and observations.  Pupil self-assessment methods used.  Records kept including observations assessment of context, structured, unstructured times, frequency and triggers.  Risk assessments of difficult times of the school day.  Progress should be a measured change in their behaviour and learning following each review cycle.  Recognition of learning styles and motivational levers.  <b>Planning</b>  Individualised programme of support related to assessments implemented. Key worker identified.  Parents involved regularly and support targets at home.  Pupils involved in setting and monitoring their targets.  Pupil's response to social/ learning</p>	<p><b>Assessment</b>  As range 1 plus More detailed and targeted observation i.e. interval sampling.  Use and analysis of assessment tools  Assessment related to intervention strategy.  Pupil self-assessment extended to inform IEP/IBP.  More detailed recording, monitoring of frequency, intensity, ABCs over a range of contexts.  Wider assessments for learning/other SEN.  Determine engagement of necessary education/ non-education support services possibly leading to CAF.  <b>Planning</b>  Curriculum plan reflects levels of achievement and includes individually focused IEP targets e.g. specific behaviour targets related to assessment: consideration of adapted timetable.  Additional steps taken to engage pupil and parents as appropriate.  Identifying non educational input.</p>	<p><b>Assessment</b>  As Range 2 plus more systematic application of assessment tools.  Involvement of education and non-education professionals as appropriate through CAF processes.  <b>Planning</b>  Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific.  More frequent involvement of parent/carer to engage pupil.  Access to additional resources are accurately accounted for.  Prevention placement managed through joint school/PRU support programme.  A CAF Multi-agency planning process specifies contribution of individual services and lead practitioner.  Inter-agency communication established and maintained.  <b>Grouping for Teaching.</b>  Mainstream class, predominantly working on modified curriculum tasks.  Frequent opportunities for small group work based on identified need.</p>
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		<p>environment informs cycle of IEP/IBP formulation and implementation.</p> <p><b>Grouping for Teaching</b> Mainstream class with attention paid to organisation and pupil groupings. Opportunities for small group work based on identified need e.g. listening/thinking/social skills. Time limited mainstream classroom programme of support, which relates to assessments. Small group work to learn appropriate behaviours and for associated learning difficulties. Individual programme based on specific need A quiet area in the classroom may be useful for individual work.</p> <p><b>Human Resources/Staffing</b> Main provision by class/subject teacher staff and resources usually available in the classroom. Support/advice from SENCO with assessment and planning. Additional adults routinely used to support flexible groupings, differentiation and some 1:1.</p>	<p>Requires effective communication systems enabling all involved to provide consistent support. CAF processes determine holistic support plan.</p> <p><b>Grouping for Teaching</b> In addition to the provision at range 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets. Mainstream class with regular targeted small group support. Time-limited programmes of small group work based on identified need. On-going opportunities for 1:1 support focused on specific IEP targets.</p> <p><b>Human Resources/Staffing</b> Main provision by class/subject teacher with advice and support from SENCO and/or NPSLBA lead as appropriate. Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal. Additional daily support provided within school to support learning and behaviour.</p>	<p>Daily opportunities for 1:1 support focused on specific SEBD/learning targets. A PRU prevention placement offers intensive individual and small group support.</p> <p><b>Human Resources/Staffing</b> Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. Daily access to staff in school with experience of SEBD, egg behaviour support worker, lead behaviour professional, SENCO. Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks. Increased access to a combination of individual, small group and whole class activities.</p> <p><b>Curriculum &amp; Teaching Methods</b> Teaching focuses on both curriculum and SEBD outcomes throughout the school day. Tasks and presentation personalised to pupil's needs.</p>
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		<p>Close monitoring to identify "hotspots." Support for times identified by risk assessments. Close liaison and common approach with parents/carers.</p> <p><b>Curriculum &amp; Teaching Methods</b> In class differentiation of the curriculum and supporting materials enabling full access to the curriculum. Strategies developed shared with school staff, parent/carer. Increased differentiation by presentation and/or outcome. Simplify level, pace, amount of teacher talk/ instructions. Increased emphasis on identifying and teaching to preferred learning style. Opportunities for skill reinforcement/revision/transfer and generalisation. Some use of specific group or 1:1 programmes. Preparation for any change and the need for clear routines.</p>	<p>Increased parental/carer involvement and multi-agency support services to plan and regularly review IEPs PSP. Encouragement and inclusion in an extra-curricular activities. Identification of 'key worker' with clear specification of role.</p> <p><b>Curriculum &amp; Teaching Methods</b> Modify level/pace/amount of teacher talk to pupils' identified need. Individual targets within group programmes and/or 1:1. Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom. Emphasis on increasing differentiation of activities and materials and take account of individual learning styles. Short term individual support focusing on listening, concentration, social skills, and solution focused approaches. Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution. Consideration of an alternative,</p>	<p>Individualised level/pace/ amount of teacher talk. Learning style determines teaching methods. 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations. Small steps targets within group programmes and/or 1:1 work tasks. Targets are monitored with the pupil daily targets. Accessing mainstream lessons for most of the time with complimentary access to LSU or other internal support arrangements. PRU prevention placements.</p>
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			differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities and drama.	
Sensory and Physical Needs:	Hearing Impairment	<p><b>Assessment and Planning</b> Part of school and class assessments. Normal curriculum plans include individual/group targets.</p> <p><b>Grouping for Teaching</b> Mainstream class. Attention to seating, lighting and acoustics.</p> <p><b>Human Resources/ Staffing</b> Main provision by class/subject teacher Agreed joint written Advice from CCG and Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management. Advice given by hospital audiologist.</p> <p><b>Curriculum &amp; Teaching Methods</b> Full inclusion within National Curriculum.</p>	<p><b>Assessment</b> Part of school and class assessments. Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to STDC.</p> <p><b>Planning</b> Normal curriculum plans include individual/group targets.</p> <p><b>Grouping for Teaching</b> Mainstream class. Attention to seating, lighting and acoustics.</p> <p><b>Human Resources/ Staffing</b> Main provision by class/subject teacher. Single piece of work on referral: Contact family Visit school: Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO)</p>	<p><b>Assessment</b> Part of school and class assessments. May require modification to the presentation of assessments. Use of speech audiometry and other specialist tools to assess access to spoken language in class.</p> <p><b>Planning</b> Curriculum plan reflects levels of achievement and includes individually focused IEP targets.</p> <p><b>Grouping for Teaching</b> Mainstream class. Attention to seating, lighting and acoustics. Opportunities for 1:1 and small group work.</p> <p><b>Human Resources/ Staffing</b> Main provision by class/subject teacher. Initial piece of work on referral: Contact family Visit school:</p>



			<p>Written report circulated to school, family and hospital.          Additional support if needs change on request from school.</p> <p><b>Curriculum &amp; Teaching Methods</b>          Full inclusion within National Curriculum.          Teaching methods which facilitate access to the curriculum, social/emotional development and class participation.</p>	<p>Observe pupil in class          Speak to pupil          Speech discrimination          Gather data on progress          Advise staff (class teacher / SENCO)          Written report circulated to school, family and hospital.          Annual electroacoustic hearing aid checks.          Monitoring visit to speak to pupil/SENCO.          Issue radio aid.          Monitor radio aid use.          Up to 6 visits per year from TOD/PIM.          Possible input from non-education professionals e.g. SALT.</p> <p><b>Curriculum &amp; Teaching Methods</b>          Full inclusion within National Curriculum.          Possible differentiation by presentation and/or outcome.          Opportunities for explanation, clarification and reinforcement of lesson content and language.          Specific interventions for speaking, listening and teaching of phonics.</p>
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<p>Sensory and Physical Needs:</p>	<p>Visual Impairment</p>	<p><b>Assessment and Planning</b>  School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.  <b>Grouping for Teaching</b>  Mainstream class.  Attention to seating position in classroom.  <b>Curriculum &amp; Teaching Methods</b>  Quality First Teaching.  Full inclusion within mainstream class.  Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p>	<p><b>Assessment and Planning</b>  School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.  <b>Grouping for Teaching</b>  Mainstream class.  Attention to seating position in classroom.  <b>Curriculum &amp; Teaching Methods</b>  Quality First Teaching  Full inclusion within mainstream class.  Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.  School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil e.g. oral descriptions of visual materials.</p>	<p><b>Assessment and Planning</b>  Planning based on current visual performance and prognosis of possible changes.  <b>Grouping for Teaching</b>  Mainstream class.  Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate.  <b>Curriculum &amp; Teaching Methods</b>  Quality First Teaching.  Full inclusion within mainstream class.  Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.  Some modification / differentiation of learning materials and curriculum delivery to facilitate access e.g. attention to speed of lesson delivery and speed of working of VI pupil.</p>
<p>Sensory and Physical Needs:</p>	<p>Multi-Sensory Impairment</p>	<p><b>See HI and VI guidance.</b></p>	<p><b>See HI and VI guidance.</b></p>	<p><b>Assessment and planning</b>  Part of school and class assessments.  Visual and hearing assessments.  Functional sensory assessment.</p>



				<p>As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development.</p> <p>Curriculum plan closely tracks levels of achievement.</p> <p>IEP targets are individual, short term and specific.</p> <p>IEP targets jointly formulated and monitored with QTMSI.</p> <p><b>Grouping for teaching</b></p> <p>Daily opportunities for small group work and individual support to ensure access to new experiences and afford opportunities to complete work, preview and review lessons.</p> <p><b>Curriculum &amp; Teaching Methods</b></p> <p>Significant modification to learning materials and curriculum delivery.</p> <p>Individual mobility and independence/life skills programmes.</p> <p><b>Human Resource and Staffing</b></p> <p>Daily access to individual support, trained to meet the needs of pupils with MSI.</p> <p>Frequent visits from QTMSI.</p> <p>Input from mobility/rehabilitation</p>
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				<p>officer.</p> <p>Input from other educational and non-educational professionals as appropriate.</p> <p>Need for balanced approach to support and intervention to facilitate social inclusion.</p>
<p>Sensory and Physical Needs:</p>	<p>Physical Difficulties</p>	<p><b>Assessment</b> Part of settings and Foundation Stage assessments. SENCO may be involved in more specific assessment and observations. Regular review of personal educational plan. Pre referral advice from the teaching support service.</p> <p><b>Planning</b> Settings curriculum plans including individual/group targets. Parents/carers involved regularly and support targets at home. Child involved in setting and monitoring their targets.</p> <p><b>Grouping for teaching</b> Mainstream class with flexible approach to grouping and or some individual work. Circle time activities to help build self-</p>	<p><b>Assessment</b> As for range one but with advice from teaching support service and possibly health care professionals.</p> <p><b>Planning</b> Normal curriculum planning in addition to closely focussed and monitored IEP targets for 10-20% time.</p> <p><b>Grouping for teaching</b> Full inclusion within the National Curriculum. Guidance for the Foundation Stage through enhanced use of differentiation and group support. Buddy system. Circle time activities to help boost self-esteem.</p> <p><b>Curriculum &amp; Teaching Methods</b> Pre handwriting skills programme. Dressing and undressing skills programme.</p>	<p><b>Assessment</b> For mobility and curriculum access to be carried out by both educational and health colleagues. May need specialist seating. May need ICT assessment to aid with future curriculum recording.</p> <p><b>Planning</b> Curriculum planning now closely linked to IEP targets. Modified PE/outdoor play curriculum is likely to be needed.</p> <p><b>Grouping for teaching</b> Mainstream classroom setting. Small group or one to one adult input to practice skills. Individual skills based work may need to take place outside the classroom. Nurture group input may be necessary to help with low self-esteem.</p>



		<p>esteem.</p> <p><b>Curriculum &amp; Teaching Methods</b> Pre handwriting assessment and relevant skills practice. Dressing and undressing skills programme. Access to gross motor skills assessment. May need access to basic equipment such as pencil grips, stubby handled paint brush.</p> <p><b>Resources</b> Main support from foundation stage practitioners with support from SENCO.</p>	<p>Access to appropriate ICT equipment. May need specialist seating and or furniture or equipment.</p> <p><b>Resources</b> Main support from foundation stage practitioners with support from SENCO and or specialist support service when needed. Input from additional adult to provide targeted support under the direction of teacher. Some support/ supervision may be needed to meet hygiene needs and or outside play and at lunch time.</p>	<p><b>Curriculum &amp; Teaching Methods</b> Programme to support pre handwriting and handwriting skills. Differentiated writing materials and equipment. Differentiation to PE curriculum. Dressing and undressing skills programme. ICT equipment to aid recording and possibly AAC. Will need specialist seating and or furniture or equipment.</p> <p><b>Resources</b> Flexible use of classroom supports to access curriculum and develop skills in recording. Training and advice from specialist support service for teaching and support staff.</p>
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