

Cottingley Village Primary School



The Local Offer is for children and young people with Special Educational Needs or Disabilities (SEND)

This is a summary of the provision that our school can offer and is intended to support parents and carers in their choice of school.



At Cottingley Village Primary School we view each child as an individual. Each has their own unique way of enriching our school community. We believe that our school provides children with a 'home away from home' and consider all our partners as an extended family. We strive to create a warm, inviting school where every child, regardless of their ability, has an important and valuable part to play in the life of the school. We learn from each other and work as a team. We are very proud of all our children and recognise every step of their learning is an important achievement.

Cottingley Village Primary School is a two form entry school. We are committed to offer an inclusive curriculum and aspire to ensure that all pupils achieves their full potential personally, socially, emotionally and academically whatever their needs or ability (regardless of gender, ethnicity, 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 of our pupils, including those with SEND, in order that they can reach their full potential. It may not list every skill, technique and resource we employ in order to achieve this, as these are continually evolving and carefully tailored to ensure we meet the specific needs of individual pupils.

We are highly committed to early identification of SEND through a range of assessment tools, and collaboration with all agencies and stakeholders.

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. Their progress may be slower than their peers.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children 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.

(Special Educational Needs Code of Practice – July 2014).

How does Cottingley Village Primary School identify Special Educational Needs or Disabilities?

We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN [SEND Guidance: Bradford Schools Online](#) This is based on an Assess-Plan-Do-Review 3 range structure. This structure ensures that we support pupils, whenever we recognise that there are barriers to their learning. Our systems are effective for closely monitoring progress and adapting practice where required to support and develop the needs of individual pupils.

Initial concerns about a child's progress or development may come from a number of sources including:

- Your child's class teacher expressing concerns that their progress has slowed down or stopped.
- Your child's class teacher expressing concern that they are finding learning or any other area, difficult.
- The half termly assessment cycle, including pupil progress meetings, highlighting that a child has not made

expected progress or that a child is falling behind other children of their age.

- A health professional such as GP, school nurse or pediatrician following medical concern or diagnosis.
- You, the parent, speaking to the class teacher or SENCO (Special Educational Needs Coordinator) about concerns that you may have about your child at home or in their learning.
- Your own child expressing concerns about their own learning, progress or development.

We work in partnership with a wide range of outside agencies to support our pupils and will always endeavor to involve them in planning for specific needs wherever possible.

People who support children with Special Educational Needs or Disabilities at Cottingley Village Primary School.

<p>Your child's class teacher and the learning mentor (who is responsible for)</p>	<ul style="list-style-type: none"> • Monitoring the progress of all the children in their class. • Providing Quality First Teaching which is adapted to meet the needs of all the pupils to ensure that they reach their full potential. • Identifying, planning and delivering any additional support which may be needed. This may include targeted teaching, small group work, tuition or personalized curriculums. • Discussing initial concerns with you highlighting these concerns to the SENCO. • Writing and evaluating termly IEPs and sharing these with you at Parental Consultation meetings. • Ensuring that they follow the school's SEND policy. • Ensuring that any other adult who works with your child in school is aware of their strengths and difficulties, and help others to deliver planned programs of intervention to help your child meets their targets. • Effectively directing any other adult who is working with your child. • Use SEN information in their planning of lessons.
<p>The SENCO – Miss Debs Ward (who is responsible for)</p>	<ul style="list-style-type: none"> • Writing the school's policy for SEND. • Coordinating all the provision for pupils with Special Educational Needs or Disabilities. <p>Ensuring that you are:</p> <ul style="list-style-type: none"> • Made aware of any concerns regarding your child's progress. • Involved in supporting your child's progress and development. • Involved in evaluating and reviewing their progress against their targets. • Liaising with any other people or agencies who may be coming into school to support your child's development. • Make referrals, with your permission, to other people or agencies who may be able to provide advice or support for your child. • Updating the school's SEND register (a system for ensuring that the needs of pupils with SEND are known). • Ensuring that there are in-depth records of your child's needs, targets and progress. • Providing support to teachers and teaching assistants so that they can help all children meet their targets. • Pass on outside agency recommendations and advice to class teachers and teaching assistants in order to keep them updated.
<p>The Headteacher – Mrs. Nichola Geale (who is responsible for)</p>	<ul style="list-style-type: none"> • The day to day management of the school this includes the support for children with SEND. • Working closely with the SENCO and class teachers to delegate responsibilities and to ensure that the needs of all children are met. • Keeping the Governing Body informed of any issues relating to SEND.

The Inclusion Governor (who is responsible for)	<ul style="list-style-type: none"> • Making sure that there is necessary support for children with SEND. • Establishing the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. • Determining the school's general policy and approach to the provision for children with Special educational Needs or Disabilities.
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What are the different types of support available for my child to support their SEND?
Pupils with SEND will be categorised into one of the following three ranges, previously School Action, Action Plus and Statement:-
Range 1/2: This provision may include additional interventions from within the school resources.
Range 3: This provision may include additional interventions from within the school resources and specific support from outside agencies.
Range 4: This provision may include additional interventions from within the school resources and specific support from outside agencies. If a child has a Statement of Special Educational Needs or an EHCP (Education Health Care Plan), then we provide the support detailed in the plan.

Below is a summary of our provision for Ranges 1 to 3 for each area of SEN (more detailed guidance is available through the Local Authority link above).

Communication and Interaction Needs: Autistic Spectrum Conditions

Range 1: (Quality First Teaching and arrangements within classroom setting)	Range 2: (Additional support from outside agencies increased level of support)	Range 3: (Higher level of support in school and additional support from outside)
<p>Assessment</p> <ul style="list-style-type: none"> • Part of whole school and class assessments. SENCo may be involved in more specific assessments and observations <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include individual/group targets • Parents involved regularly and support targets at home • Pupil involved in setting and monitoring targets <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class with specific support for targets • Additional small group work <p>Human resources and staffing</p> <ul style="list-style-type: none"> • Flexible use of resources and staffing available in the classroom • Support to promote social skills and interactions with peers • Support with recording of work <p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • 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 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 1 plus use of more detailed assessment tools • Involvement of education and non-education professionals as appropriate <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plans reflect levels of achievement and include individually focused IEP targets • Additional steps taken to involve parents and pupil as appropriate <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class based, but with some opportunity for small group and individual work to target specific needs involving communication and interaction • A quiet area within the classroom may be useful for individual work • Opportunities for limited one to one support <p>Human resources and staffing</p> <ul style="list-style-type: none"> • 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. • Support from other agencies as appropriate. E.g.. Autism Team (SEN Services), Hub schools, SALT <p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • Visual timetables used consistently throughout school • Teaching strategies give consideration to difficulties with transfer of skills • Teaching approaches take account of difficulties in the understanding of social rules and expectations within the classroom; 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus more specialized assessment tools. • Where appropriate staff and other agencies will offer support <p>Planning</p> <ul style="list-style-type: none"> • Whole school understanding of pupil's needs • Consideration of more specialized planning frameworks. <p>Grouping for teaching</p> <ul style="list-style-type: none"> • 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 classroom when needed • Individual table/work area may be useful to help focus learning and to offer opportunities for distraction free learning <p>Human resources and staffing</p> <ul style="list-style-type: none"> • 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 • Support from other agencies as appropriate. <p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • 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; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom • One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations

Behavioural, Social and Emotional Development: Behavioural, Social Emotional Need

Range 1: (Quality First Teaching and arrangements within classroom setting)	Range 2: (Additional support from outside agencies increased level of support)	Range 3: (Higher level of support in school and additional support from outside)
<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. SENCO and other trained staff may be involved in more specific assessment and observations. Pupil self assessment methods used. Records kept to include observations assessment of context, structured, unstructured times, frequency, 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 <p>Planning</p> <ul style="list-style-type: none"> Individualized programme of support related to assessments implemented. Parents involved regularly and support targets at home Pupils involved in setting and monitoring their targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with attention paid to organisation and pupil groupings Opportunities for small group work based on identified need 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>Human Resources/Staffing</p> <ul style="list-style-type: none"> 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 Close liaison and common approach with parents/carers <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> 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 generalization 	<p>Assessment</p> <ul style="list-style-type: none"> As range 1 plus More detailed and targeted observation Assessment related to intervention strategy Pupil self assessment extended to inform IEP/IBP More detailed recording, monitoring of frequency, intensity Determine engagement of necessary education/ non-education support services possibly leading to CAF <p>Planning</p> <ul style="list-style-type: none"> 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 Requires effective communication systems enabling all involved to provide consistent support CAF processes determine holistic support plan <p>Grouping for Teaching</p> <ul style="list-style-type: none"> 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 Ongoing opportunities for 1:1 support focused on specific IEP targets <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> 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 Increased parental/carer involvement and multi-agency support services to plan and regularly review IEPs PSP Encouragement and inclusion in an extracurricular activities. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> 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 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more systematic application of assessment tools Involvement of education and non-education professionals as appropriate through CAF processes <p>Planning</p> <ul style="list-style-type: none"> Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualized, 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 Prevention placements co-ordinated by Secondary Panel CAF Multi-agency planning processes specifies contribution of individual services and lead practitioner. Inter-agency communication established and maintained <p>Grouping for Teaching</p> <ul style="list-style-type: none"> 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>Human Resources/Staffing</p> <ul style="list-style-type: none"> 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 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>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Teaching focuses on both curriculum and SEBD outcomes throughout the school day Tasks and presentation personalised to pupil's needs. Individualized 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

Sensory and Physical Needs: Hearing Impairment

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<p>Assessment and Planning</p> <ul style="list-style-type: none"> Part of school and class assessments Normal curriculum plans include individual/group targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher <p>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>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum 	<p>Assessment</p> <ul style="list-style-type: none"> 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>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher <p>Single piece of work on referral:</p> <ul style="list-style-type: none"> Contact family Visit school: <ul style="list-style-type: none"> Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO) Written report circulated to school, family, hospital Additional support if needs change on request from school <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum <ul style="list-style-type: none"> Teaching methods which facilitate access to the curriculum, social/emotional development and class participation 	<p>Assessment</p> <ul style="list-style-type: none"> 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>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics Opportunities for 1:1 and small group work <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher <p>Initial piece of work on referral:</p> <ul style="list-style-type: none"> Contact family Visit school: <ul style="list-style-type: none"> Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO) Written report circulated to school, family, hospital Annual electro acoustic 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>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> 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

Cognition and Learning Needs: Moderate Learning Needs

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include QFT strategies Parents and children involved in monitoring and supporting their targets. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice from SENCO. Additional adults routinely used to support flexible groupings and differentiation <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Differentiation by presentation, activity and/or outcome. Simplify level/pace/amount of teacher talk. Emphasis on identifying and teaching gaps highlighted by assessment. Opportunities for skill reinforcement/ revision/transfer and generalisation. 	<p>Assessment</p> <ul style="list-style-type: none"> SENCO may be involved in more specific assessment and observations. SENCO may seek advice from education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement; progress is tracked via school tracking or CASPA. Pupil and parents are involved as above <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with enhanced differentiation, 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.. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> 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. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> 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 programmes and/or 1:1carefully monitored and reviewed. 	<p>Assessment</p> <ul style="list-style-type: none"> SENCO takes advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plans and progress are closely monitored Targets are individualized, short term and specific. Continued regular engagement of parents <p>Grouping for teaching</p> <ul style="list-style-type: none"> 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. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> 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. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Tasks and presentation increasingly individualized and modified in an inclusive curriculum Visual cues to support auditory information at all stages of delivery. Individualized 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

Sensory and Physical Needs: Multi-Sensory Impairment

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
See HI and VI guidance	See HI and VI guidance	<p>Assessment and planning</p> <ul style="list-style-type: none"> • Part of school and class assessments • Visual and hearing assessments • Functional sensory assessment • As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development • Curriculum plan closely tracks levels of achievement • IEP targets are individual, short term and specific • IEP targets jointly formulated and monitored with QTMSI <p>Grouping for teaching</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>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Significant modification to learning materials and curriculum delivery • Individual mobility and independence/life skills programmes <p>Human Resource and Staffing</p> <ul style="list-style-type: none"> • Daily access to individual support, trained to meet the needs of pupils with MSI • Frequent visits from QTMSI • Input from mobility/rehabilitation officer • Input from other educational and non-educational professionals as appropriate • Need for balanced approach to support and intervention to facilitate social inclusion

Physical Difficulties Sensory and Physical Needs

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<p>Assessment</p> <ul style="list-style-type: none"> 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>Planning</p> <ul style="list-style-type: none"> 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>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible approach to grouping and or some individual work. Circle time activities to help build self esteem. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> 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>Resources</p> <ul style="list-style-type: none"> Main support from foundation stage practitioners with support from SENCO. 	<p>Assessment</p> <ul style="list-style-type: none"> As for range one but with advice from teaching support service and possibly health care professionals. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum planning in addition to closely focussed and monitored IEP targets for 10-20% time <p>Grouping for teaching</p> <ul style="list-style-type: none"> Full inclusion within the National Curriculum Guidance for the Foundation Stage through <u>enhanced</u> use of differentiation and group support. Buddy system Circle time activities to help boost self esteem. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Pre handwriting skills programme Dressing and undressing skills programme. Access to appropriate ICT equipment. May need specialist seating and or furniture or equipment. <p>Resources</p> <ul style="list-style-type: none"> 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>Assessment</p> <ul style="list-style-type: none"> 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>Planning</p> <ul style="list-style-type: none"> Curriculum planning now closely linked to IEP targets. Modified PE/outdoor play curriculum is likely to be needed. <p>Grouping for teaching</p> <ul style="list-style-type: none"> 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>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> 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>Resource</p> <ul style="list-style-type: none"> Flexible use of classroom support to access curriculum and develop skills in recording. Training and advice from specialist support service for teaching and support staff.

Cognition and Learning Needs: Specific Learning Difficulties

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. Normal curriculum plans include QFT <p>• Parents and children involved in monitoring and supporting their targets.</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need e.g. reading. <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice from SENCO. Additional adults routinely used to support flexible groupings, differentiation and some 1:1. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Differentiating for the students identified area(s) of weakness. Dyslexia friendly school strategies and IDP strategies 	<p>Assessment</p> <ul style="list-style-type: none"> SENCo uses screening tools Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement, progress is tracked via school tracking. pupil and parents are involved as above. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> 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>Human Resources/ Staffing</p> <ul style="list-style-type: none"> 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. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Specific multisensory, cumulative, structured programmes to support the acquisition of key literacy cursive handwriting, numeracy and motor skills. Differentiated curriculum with some modification. Opportunity for over learning rehearsing and revising. 	<p>Assessment</p> <ul style="list-style-type: none"> 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>Planning</p> <ul style="list-style-type: none"> 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>Grouping for Teaching</p> <ul style="list-style-type: none"> 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>Human Resources/ Staffing</p> <ul style="list-style-type: none"> 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. Opportunities for reading spelling and writing activities in line with assessment results <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> 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

Communication and Interaction Needs: Speech, Language and Communication Needs

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. SENCO may be involved in more specific assessment and observations. <p>Planning</p> <ul style="list-style-type: none"> 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>Grouping for Teaching</p> <ul style="list-style-type: none"> 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 needs Attention to position in the classroom <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> 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 <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Increased differentiation by presentation and/or outcome Simplify level/pace/amount of teacher talk. High quality use of language modelled by all adults in school Increased emphasis on identifying and teaching to preferred learning style. Some use of specific group or 1:1 programmes for speaking and listening 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 1 plus use of more detailed NC assessment tools Involvement of education and health professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> 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>Grouping for Teaching</p> <ul style="list-style-type: none"> 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 <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> 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 targeted support on an individual/group basis. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Increasingly individualized 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. Opportunities for explanation, clarification and reinforcement of lesson content and language. 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more systematic application of assessment tools. Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan closely tracks levels of achievement and all IEP targets are individualized, 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 <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class, 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. Attention to position in the classroom and acoustics <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> 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. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Tasks and presentation personalised to pupil's needs. Individualized level/pace/amount of teacher talk. Learning style determines teaching methods. Emphasis on consolidation 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.

Sensory and Physical Needs: Visual Impairment

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<p>Assessment and Planning School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</p> <p>Grouping for Teaching Mainstream class. Attention to seating position in classroom</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Quality First Teaching • Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. 	<p>Assessment and Planning School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</p> <p>Grouping for Teaching Mainstream class. Attention to seating position in classroom.</p> <p>Curriculum & Teaching Methods 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>Assessment and Planning Planning based on current visual performance and prognosis of possible changes.</p> <p>Grouping for Teaching Mainstream class. Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate</p> <p>Curriculum & Teaching Methods 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>

What 'additional provision' may be offered by Cottingley Village Primary School?

We offer a variety of out of school clubs that can be used to enhance and support our children. These include activities such as Ball Skills, Dance, Girls Club, Lads Club, Let's Get Cooking, Choir and Gardening Club. There are sports events and competitions that also run throughout the year. When the opportunity arises we offer 'one off clubs' such as street dance or DJ skills.

At lunchtime we have a variety of clubs for pupils to attend. This supports their social skills and enables them to make friends with children of all ages across the school, it promotes our 'family' focus, and gives many children fun experiences that they may not be able to access after the end of the school day. These include Eco Schools, School Council, knitting, chess, Match Attacks, Ukulele, girls' football and running club. We also have a team of highly dedicated pupils who look after our hens and rabbits.

All pupils with SEND are included in these activities and, where necessary, we access Bradford Council's Early Years, Childcare and Play Team Play Partners Project to help support disabled children and young people to access these clubs.

In certain year groups we have residential experiences. These are always through providers who effectively support pupils with Special Needs whether this is physical, cognitive, dietary or medical.

How our curriculum and provision is personalised:

We personalise the curriculum to support learning in a wide variety of ways to ensure barriers to learning are removed and children progress well. These include:

- 20-20 Reading Program
- Phonics intervention
- 1:1 tuition
- Intervention groups for core learning support
- Experienced support staff to encourage and motivate pupils
- Numicon to support progress within the maths curriculum.

Our wide range of Speech, Language and Communication programs include:

- Time To Talk
- Language for Thinking
- PORIC
- Understanding Spoken Language
- 1:1 specialist support by our Elklan trained staff.

We have a Learning Mentor whose role is to support children who have additional needs with their Social, Emotional and Behaviour learning. The Learning Mentor delivers both targeted 1:1 support and small group work across the whole school dependant on need.

An accessibility plan is in place to support pupils with disabilities. This includes using a range of resources from specific software on a computer such as 'Clicker', to mobility aids allowing all children access to the curriculum. Our school is a single storey building with good access for children with mobility problems; we have two disabled toilets. Children with medical needs have care plans which are devised to ensure all staff are aware of their individual needs including lunchtime supervisors these are compiled with the School Nurse in consultation with parents and carers.

Who are the other people who are providing services to children with SEND in our school?

Services provided by the Local Authority for schools:

- Learning Difficulties Team
- Autism Support Service
- Educational Psychologist
- Social, Emotional, Behavioural Difficulties Team
- Pre 5 / Early Years Service
- Physical Difficulties Team
- Visual Impairment Team
- Hearing Impairment Team
- SaLT (Speech and Language Therapy)
- CAMHS (Children and Adolescent Mental Health Service)

Other services include:

- Aspergers Community Support Team (ACST)
- Parent Partnership (Barnados) who support families through the SEND processes and procedures.
- Bradford Council's Play Partners.