



# Special Educational Needs and Disabilities Policy

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In this policy, the term 'headteacher' means the Executive Headteacher of the Federation except where the Executive Headteacher or the Governing Body has delegated the responsibility to the relevant Head of School.

## Introduction

This policy complies with statutory requirement laid out in the SEND Code of Practice 0-25 (2014) ('the Code') and has been written with reference to the Children and Families Act 2014 and the Equality Act 2010. More information about the reforms and the Code can be found on the Department for Education website: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This policy has been written by Castle Federation's Special Educational Needs Co-ordinator (SENCO), Castle Federation's Executive Headteacher, the Heads of The Thomas Coram CE School and Victoria Infant and Nursery School, and the Castle Federation Governor linked to Special Educational Needs and Disabilities (SEND), in consultation with teaching staff, governors and parents/carers.

## Our vision and values

We believe that the child is at the centre of everything we do. Our federation and schools' vision of "Flourishing in learning and love within a happy, Christian family" is fundamental to us. Our values embrace inclusion and our practice promotes it. We are schools in which the learning, achievements, attitudes and wellbeing of every young person matter.

## Aims

We aim to ensure that every child feels happy and safe, both at home and at school. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Code.

We hold high aspirations and expectations for all pupils with SEND. We focus on outcomes for children and not just the naming of a condition.

We aim to develop lifelong independent learners who are proud of their achievements.

We will achieve our aims by:

- Identifying the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents/carers, education, health and care services and early years settings prior to the child's entry in to the school.
- Carefully monitoring the progress of all pupils in order to identify possible SEN, intervening when progress is less than expected. This will ensure that all children are able to reach their full potential.
- Providing a qualified SENCO who will work within the guidance provided in the Code.
- Working with and maintaining relationships with external agencies when a pupil's needs cannot be met by school alone.
- Communicating and working with parents to gain a better understanding of their child, and involving them in all stages of their child's education.
- Making appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum.
- Operating a "whole pupil, whole school" approach to the management and provision of support for special education needs.
- Providing relevant training for all staff through INSET, and external courses relevant to the needs of the children that they work with.

## Identification of Pupil's Needs

The Code and The Children and Families Act 2014 defines SEND as: *A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have a **significantly** greater difficulty in learning than the majority of others of the same age **or** have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

## Definition of Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people with those conditions and those with SEN. Where a disabled child or young person with those conditions requires special educational provision they will also be covered by the SEN definition.

## Objectives

Castle Federation’s schools will have regard to the Code when carrying out their duties towards all pupils with SEND and ensure that parents/carers are notified of a decision by the school that special educational needs provision is being made for their child.

This SEND Policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.

Our schools will use their best endeavours to ensure that our teachers:

- are able to identify and provide for those pupils who have special educational needs and disabilities
- give appropriate opportunities for pupils with SEND to join in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible and in the interests of all pupils.

## Roles and Responsibilities of the Governing Body

The Governing Body has overall responsibility for ensuring that the guidance referred to within the Code is adhered to and effectively monitored. They must also ensure that the policies, procedures and training at Castle Federation, relating to SEND provision, are effective and comply with statutory requirements at all times. It is recommended that a nominated governor for SEND is identified. Our nominated link governor for SEND is Michelle Carnegie.

## Roles and Responsibilities of our schools

The SENCO has day-to-day responsibility for the operation of SEND Policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have Education, Health and Care (EHC) plans. Our SENCO is Jill Parker.

## Partnership with Parents/Carers

At Castle Federation we value our relationships with parents/carers and know that they play a key role in enabling children and young people with special educational needs and disabilities to achieve their potential.

We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child’s needs and the best ways of supporting them. All parents/carers of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their child’s education. In the event of any disagreement between parents/carers and the school, the Federation’s published complaints procedure should be followed.

Parents/carers can view the Castle Federation’s SEND Information Report on our websites. The local authority Hertfordshire Local Offer can be found on <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

## Involvement of Pupils

Children with SEND have a right to be involved in making decisions and exercising choices about their education. The degree of participation should reflect a child's developing maturity, but all children should be given the opportunity to make choices and understand that their views matter.

### Pupils should:

- play an active part in assessing and developing agreed outcomes
- understand the aims of intervention and their contribution to it
- be consulted about any individual support provided
- have their views sought and recorded in reviews
- become progressively more involved in setting and evaluating outcomes

## Identification, Assessment and Provision

There are four areas of SEND outlined in the Code (see Appendix 1)

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not fit children into a category. At Castle Federation, we aim to identify the needs of pupils by considering the needs of the whole child, which will include not solely the special educational needs of the child.

As the Code states; '*All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility, requiring a whole-school response.*' In response to this, our schools will make provision to address all needs using well evidenced interventions and, where necessary, specialist equipment or software.

We will consider circumstances which do not amount to **SEN**, but which may impact on progress and attainment. These may include:

- Disability (the Code outlines the 'reasonable adjustment' duty for all settings and schools under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After (CLA)
- Being a child of a serviceman/woman

The school will assess each pupil's current level of progress and attainment on entry, building on information from previous settings and key stages, where appropriate. Class teachers, supported by the senior leadership team, will make regular summative assessments monitored through pupil progress meetings that evaluate progress for **all** pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- includes progress in areas other than attainment, such as where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life

Slow progress and low attainment do not automatically mean that a child has SEN. The first response to children where this is the case will be high quality teaching targeted at the areas of weakness. Where progress continues to be less than expected the class teacher and SENCO should assess whether the child has SEN. Evidence will be gathered, including the views of the child and parent, and extra teaching and support through appropriate interventions will be designed to secure better progress.

In the same way, persistent disruptive or withdrawn behaviours do not automatically mean that a child has SEN. Where there are concerns, the school will assess any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

## **A Graduated Approach**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored and the following on-going support cycle will be put in place:

### **Assess**

- The teacher's assessment and experience of the pupil.
- Pupil progress, attainment and behaviour.
- Child development in comparison to their peers.
- The views and experiences of the parents/carers.
- The child's own views.
- If relevant, advice from external support.

### **Plan**

- The teacher and the SENCO should agree in consultation with the parent and the pupil, the adjustments, interventions and support to be put into place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- An SEN support plan and/or one-page profile may be implemented

### **Do**

- The class teacher remains responsible for working with the child on a daily basis.

### **Review**

- The impact and quality of the interventions should be evaluated, along with the views of the parents/carers and pupils. This should feed back into the analysis of the pupil's needs.

Specialist advice/input will be sought where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence based SEN support delivered by appropriately trained staff. The child may then be added to the school's inclusion register as having SEN support.

Following the Graduated Approach model decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs, and of what supports the pupil in making good progress and securing positive outcomes. For some pupils, school will implement individual targets and/or outcomes.

The provision put in place and will be reviewed with pupil, teacher, parent(s)/carer(s) as required (a minimum of 3 times a year). The pupil will be central to the process and the views of parent(s)/carer(s) will be sought.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.



## **Education, Health and Care Plans (EHC Plan)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, expected progress has not been made, the school and parents/carers should consider requesting an EHC needs assessment.

Following Statutory Assessment, an EHC Plan will be provided by Hertfordshire County Council if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan.

Parents/carers have the right to appeal against the content of the EHC Plan, including the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

## **Outside professional partners**

For some children, outside professional advice and support from health and care, educational and family services or social services may already be involved. Where these professionals have not already been working with school staff, the SENCO may contact them with the agreement of parents/carers. Further information about our outside professional partners can be found in our SEND Information Report.

## **Medical Conditions**

Castle Federation recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

This policy needs to be read in conjunction with our SEND Information Report, available on our websites, and the policies detailed below:

- Teaching and Learning Policy
- Accessibility Plan
- Equality Scheme
- Complaints Procedure
- Admissions Policy
- Behaviour Policy
- Positive Relationships Policy (including procedures for Anti-bullying)

## **Appendix 1: Broad areas of need**

### **Communication and interaction**

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

### **Cognition and learning**

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

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

## Appendix 2: Examples of SEND Provision

These examples of provision and interventions detailed are dependent on cohort and/or individual children's needs; they are not intended as an exhaustive list.

### Area of Need: Cognition and Learning

	For All: Quality First Teaching - Wave 1	For Some: Closing the Gap – Wave 2	For Few: Individual Needs – Wave 3
EYFS	<ul style="list-style-type: none"> <li>■ Differentiated planning, activities and delivery</li> <li>■ Multi-sensory teaching approach</li> <li>■ Inclusive Classroom Environments e.g. days of week / months of year / interactive displays, dyslexia friendly fonts used for displays where possible</li> <li>■ Use of rhymes /mnemonics emerging phonological awareness</li> </ul>	<ul style="list-style-type: none"> <li>■ Targeted small group child initiated learning with modelling, scaffolding with reduced language demands</li> </ul>	<ul style="list-style-type: none"> <li>■ 1:1 adult support for child initiated learning with reduced language demands</li> </ul>
KS1 & KS2	<ul style="list-style-type: none"> <li>■ Differentiated planning, activities and delivery</li> <li>■ Multi-sensory teaching approach</li> <li>■ Inclusive Classroom Environments e.g. days of week / months of year / interactive displays, dyslexia friendly fonts used for displays where possible</li> <li>■ Use of rhymes /mnemonics for spelling or handwriting formation</li> <li>■ Use of ICT via Interactive whiteboards /Computer suite / iPads</li> <li>■ English and maths 'Working Walls' with key features of genre/vocabulary</li> <li>■ VCOP displays</li> <li>■ Use of subject specific apparatus for practical application e.g. science</li> <li>■ Adult and / or peer support as appropriate</li> <li>■ Use of Learning Objectives and Success Criteria</li> <li>■ Marking linked to Success Criteria</li> <li>■ Peer and / or independent marking with identified next steps</li> <li>■ Individual, group and class targets</li> <li>■ Talking partners / class discussion / 'always, sometimes, never' choices</li> <li>■ Small group / paired work</li> </ul>	<ul style="list-style-type: none"> <li>■ Focused in class adult support e.g. class teacher, teaching assistant, student, parent volunteers</li> <li>■ Additional access to, and support to use concrete resources e.g. manipulatives in maths / word-banks</li> <li>■ Differentiated phonic and spelling groups including High Frequency/ Useful Words</li> <li>■ Parental engagement e.g. useful / key words sent home</li> <li>■ Focused decoding / reading comprehension / games</li> <li>■ Sorting and matching activities to reinforce semantic / cognitive links</li> <li>■ Handwriting interventions e.g. letter formation, orientation, finger spaces etc.</li> <li>■ Supported / shared writing activities</li> <li>■ Y3/5 and Yrs4/6 Reading buddies</li> <li>■ SENCO informal assessment /observations</li> <li>■ Handwriting 1:1 and groups</li> <li>■ Fine / Gross motor skills groups</li> <li>■ Social Skills support e.g. Lego Therapy</li> <li>■ 'Keeping Awesome' intervention with focus on improving self-regulation of emotions to be open to learning</li> </ul>	<ul style="list-style-type: none"> <li>■ Referral to/ consultation with outside agencies e.g. Educational Psychologist, SpLD Base, Specialist Advisory Service (ASD, Vision Impaired etc.), Speech and Language Therapists, Occupational Therapists, DESC, Counselling in Schools Service</li> <li>■ Parental signposting to external agencies e.g. parent support groups, family support workers (DSPL 8)</li> <li>■ Personalised SEND 1 Page Profiles with input from teacher, parent and child</li> <li>■ Individual spelling logs</li> <li>■ Coloured overlays / tinted workbooks</li> <li>■ Delivery and monitoring of programmes developed by SENCO and/or outside professionals</li> <li>■ One-to-one adult support e.g. prompts to stay on task, scribes</li> <li>■ Precision Teaching</li> <li>■ Pre-learning / over-learning</li> <li>■ Daily individual reading</li> <li>■ Personalised numeracy support linked to practical application e.g. cooking</li> <li>■ 1:1 maths booster input e.g. Numicon</li> </ul>

<ul style="list-style-type: none"> <li>■ Vocabulary lists / Word banks / Keywords displayed</li> <li>■ Writing frames / cloze activities</li> <li>■ Dictionaries and thesaurus</li> <li>■ No nonsense spelling scheme</li> <li>■ Alternatives to writing e.g. storyboards / comic strips</li> <li>■ Guided / Reciprocal Reading Groups</li> <li>■ Use of 100 square / individual and whole class, number lines, odd / even number line, posters / signs to reinforce knowledge e.g. 100cm = 1m</li> <li>■ Class displays / Interactive displays</li> <li>■ Specific apparatus areas</li> <li>■ Labelled drawers/ objects</li> <li>■ School / year group day visits and residential trips</li> <li>■ Specific curriculum days e.g. Romans, Egyptians</li> <li>■ Pupil voice e.g. input on class rules, school council issues etc</li> <li>■ Lunchtime homework clubs (KS2)</li> </ul>	<ul style="list-style-type: none"> <li>■ Additional familiarisation visits and photographs to support transition</li> <li>■ Increased visual aids e.g. timetables</li> <li>■ Differentiated delivery</li> <li>■ Turn Tables – Yrs3/Yrs5 maths multiplication intervention</li> <li>■ Use of ICT – Websites e.g. Play Phonics, APPs e.g. Spellosaur</li> <li>■ Sand timers as visual prompt</li> <li>■ Making Good Progress Provision</li> <li>■ SATS Booster interventions</li> </ul>	<ul style="list-style-type: none"> <li>■ Applications for Exceptional Need Funding to fund additional support / resources</li> <li>■ Applications for Families First Assessments (FFA) and EHC Plans as appropriate</li> <li>■ Individual Task List, visual timetables, Now / Next / Then boards</li> <li>■ Busy boxes to refocus attention</li> <li>■ Time out cards / passports to 'reset' before returning to learning e.g. learning walk</li> <li>■ Access arrangements re additional time for assessments</li> </ul>
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## Area of Need: Communication and interaction

	For All: Quality First Teaching - Wave 1	For Some: Closing the Gap – Wave 2	For Few: Individual Needs – Wave 3
EYFS		<ul style="list-style-type: none"> <li>■ Small group WELLCOMM intervention: speech and language toolkit for screening and intervention (4 x weekly)</li> <li>■ Small group Elklan interventions (Speech and language EYFS)</li> </ul>	<ul style="list-style-type: none"> <li>■ 1:1 Additional 1:1 WELLCOMM intervention</li> <li>■ 1:1 Elklan support; personalised programme</li> </ul>
KS1 & KS2	<ul style="list-style-type: none"> <li>■ Differentiated planning, activities and delivery</li> <li>■ Simplified language</li> <li>■ Use of mnemonics or rhymes</li> <li>■ Use of symbols e.g. smiley faces, thumbs up, pictures of objects for counting rather than numbers</li> <li>■ Use of other visual aids and prompts e.g. arrays for multiplication</li> <li>■ Sound systems – audio learning</li> <li>■ Modelling and demonstration</li> <li>■ Structured school and classroom routines</li> <li>■ Pupil voice e.g. input on class rules, school council issues etc</li> <li>■ Visual class timetables</li> </ul>	<ul style="list-style-type: none"> <li>■ In class support from additional adults / focus groups</li> <li>■ Vocabulary extension</li> <li>■ Pre and/ or over learning of subject specific vocabulary</li> <li>■ Small group sessions</li> <li>■ Social Skills group e.g. Lego Therapy</li> <li>■ Use of ICT e.g. facial expressions</li> <li>■ Sand timers as visual prompt</li> <li>■ Use of 'Incredible 5-point scale' to communicate emotional state re access to learning</li> <li>■ Use of Speech and Language Therapy Service checklist and strategy sheet (3 Tier system, can refer once strategies reviewed after 1 term)</li> </ul>	<ul style="list-style-type: none"> <li>■ Referral / liaison with speech therapists and implementation of individualised programmes</li> <li>■ Referral to Educational Psychology service for persistent concerns</li> <li>■ Applications for families First Assessments (FFA) and EHC Plans as appropriate</li> <li>■ Support / advice from Specialist Teacher for Communication and Autism</li> <li>■ Colour coded verbal sentence builders e.g. subject, verb, noun; with photos to support as needed</li> <li>■ Multisensory approach to understanding world-aware vocabulary e.g. explore environment to find semantic links to known words</li> <li>■ Personalised SEND 1 Page Profiles with input from teacher, parent and child</li> <li>■ One-to-one TA intervention and/ or group, or in-class support</li> <li>■ Individual visual timetables with images of specific activity vocabulary</li> <li>■ Applications for Exceptional Need Funding to fund additional support / resources</li> <li>■ Applications for families First Assessments (FFA) and EHC Plans as appropriate</li> <li>■ Individual Task List, visual timetables, Now / Next / Then boards</li> <li>■ 1:1 Social Skills input e.g. reciprocal conversations through role play / use of scripts</li> <li>■ Use of Social Stories and Comic Strip Conversations</li> <li>■ Personalised '5-point scale' to communicate emotional state re access to learning</li> <li>■ Communication books for home / school consistent approach</li> </ul>

## Area of Need: Social, Emotional and Mental Health

	For All: Quality First Teaching - Wave 1	For Some: Closing the Gap – Wave 2	For Few: Individual Needs – Wave 3
EYFS		<ul style="list-style-type: none"> <li>■ Small group nurture support – focusing on emotional literacy, self-confidence and self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>■ 1:1 nurture intervention / support focused on building positive relationships and development of emotional literacy</li> </ul>
KS1 & KS2	<ul style="list-style-type: none"> <li>■ Whole school behaviour policy based on HCC STEPS therapeutic approach to management</li> <li>■ Peer mentoring / peer mediation</li> <li>■ CPOMS to ensure quick communication of SEMH concerns to relevant staff</li> <li>■ Taught protective behaviours</li> <li>■ Golden Time</li> <li>■ Reward systems e.g. House Points,</li> <li>■ Reward Charts, Stickers</li> <li>■ Buddy groups / informal peer support</li> <li>■ Worry box / monsters (confidential or to share options)</li> <li>■ Class, sharing and whole school workshops</li> <li>■ Promotion of 'We are all different' weeks / events e.g. Autism awareness, anti-bullying /respect etc.</li> <li>■ PSHE / Circle Time</li> <li>■ Pupil voice e.g. input on class rules, school council issues etc</li> <li>■ Visual class timetables</li> <li>■ Play leaders at break and lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>■ Group Interventions e.g. Anger management, emotional literacy, nurture group etc.</li> <li>■ Specific seating arrangements</li> <li>■ Group /table reward systems</li> <li>■ Monitoring friendship issues re buddy group</li> <li>■ Additional meetings with parents</li> <li>■ Specific seating / grouping</li> </ul>	<ul style="list-style-type: none"> <li>■ Referral to Dacorum ESC, CAMHs / Step 2 via NHS Single Point of Referral (SPA), or ADD-Vance coaching / support re ADHD, and / or Family Support Workers</li> <li>■ Referral to Educational Psychology service for persistent concerns</li> <li>■ Referral to Youth Connexions re gender questioning / identity issues</li> <li>■ Strength and Difficulties questionnaire forwarded to parent and teacher, responses analysed by SENCO and outcomes used to inform next steps</li> <li>■ Vanderbilt ADHD screening questionnaire forwarded to parent and teacher, responses analysed by SENCO and outcomes used to inform next steps</li> <li>■ Personalised SEND 1 Page Profiles with input from teacher, parent and child</li> <li>■ Individual reward system / behaviour chart or Risk Assessment Management Plan (RAMP)</li> <li>■ Personalised programme to boost self-esteem e.g. 'Proud' books</li> <li>■ Individual risk assessment / use of verbal scripts</li> <li>■ 'Incredible 5-point scale' to identify triggers for negative behaviour</li> <li>■ Time out cards / passports</li> <li>■ Circle of Friends</li> <li>■ Individual 'Buddy'</li> <li>■ One-to-one support from named adult / team around the child</li> <li>■ Referral to Dacorum ESC</li> <li>■ EHM / EHC Plans</li> </ul>

			<ul style="list-style-type: none"><li>■ Quiet / 'safe' space for individual children (either in/out of classroom)</li><li>■ Use of visual timer</li><li>■ Social Stories / comic strip conversations</li><li>■ Art / Play Therapy</li><li>■ In school counsellor</li><li>■ Year 5 and 6 1:1 Mentoring funded by DSPL</li><li>■ Dedicated home/school communication books</li><li>■ Specific seating / access arrangements e.g. wobble cushions, tangle twists</li><li>■ Busy boxes e.g. sensory needs</li><li>■ Communication books for home / school consistent approach</li><li>■ Taught use of 'punch bag' for supervised stress / anger relief</li><li>■ Mentoring</li><li>■ Applications for Exceptional Need Funding to fund additional support / resources</li><li>■ Applications for Families First Assessments (FFA) and EHC Plans as appropriate</li></ul>
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## Area of Need: Sensory and Physical

	For All: Quality First Teaching - Wave 1	For Some: Closing the Gap – Wave 2	For Few: Individual Needs – Wave 3
EYFS	<ul style="list-style-type: none"> <li>■ Busy fingers</li> </ul>	<ul style="list-style-type: none"> <li>■ Targeted small group fine motor skills interventions with modelling, scaffolding and reduced language demands</li> </ul>	<ul style="list-style-type: none"> <li>■ 1:1 fine motor skills intervention with reduced language demands</li> </ul>
KS1 & KS2	<ul style="list-style-type: none"> <li>■ Brain break/ gym activities</li> <li>■ Specific seating arrangements</li> <li>■ Teacher aware of implications of sensory and physical impairment</li> <li>■ Pencil grips</li> <li>■ Differentiated PE equipment e.g. larger balls</li> </ul>	<ul style="list-style-type: none"> <li>■ Small group or 1:1 handwriting practice</li> <li>■ Fine / Gross Motor skills groups</li> <li>■ Handwriting homework</li> <li>■ Modified resources e.g. scissors/ writing equipment</li> <li>■ Use of sensory materials to write e.g. paint, chalk</li> </ul>	<ul style="list-style-type: none"> <li>■ Applications for Exceptional Need Funding to fund additional support / resources</li> <li>■ Applications for families First Assessments (FFA) and EHC Plans as appropriate</li> <li>■ Individual support / differentiated provision during PE</li> <li>■ Occupational therapy programme</li> <li>■ Gross and fine motor skills programmes e.g. skipping, hopping, throw/ catching balls and Hama beads, sewing, play-doh etc.</li> <li>■ Sensory aids e.g. tangle twists, stress bands, lap weights</li> <li>■ Sensory equipment e.g. writing slope, wobble cushion, foot rest, chairs with arms etc.</li> <li>■ Use of sensory materials to write e.g. sand tray, iPad / laptop</li> <li>■ Movement breaks / activities / learning walks</li> <li>■ Visual sequences for changing to/from</li> <li>■ Additional time / individual space to change for PE</li> <li>■ 'Incredible 5-point scale' to identify triggers for sensory overload</li> <li>■ Busy boxes for sensory needs e.g. stress bands, tactile toys</li> <li>■ Access to a 'safe / quiet' space and / or sensory room</li> </ul>

### Using the 'three-wave' model:

- **Wave 1:** Quality-first teaching for all pupils
- **Wave 2:** Quality-first teaching plus time-limited interventions for some children who need help to accelerate their progress
- **Wave 3:** Individualised support for a child's long-term needs – for instance, a pupil with autism spectrum disorder who needs to have his own visual timetable to navigate his way through the day **OR** a pupil with physical needs that require adapted resources or support e.g. a writing slope or a chair with arms