



Westminster CE Primary School

The Local Offer or Summary of Provision for children and young people with special educational needs or disabilities (SEND)

We are a fully inclusive school. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (Regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

Children may have special educational needs that require additional support when progress has slowed or stopped. Westminster CE Primary School implements a graduated approach based on the [guidance from Bradford Metropolitan District Council's Children's Services for SEN](#). Our school's SEN policy and Local Offer which is detailed in the following pages can be found on our school's website. This is based on an Assess-Plan-Do-Review 3 range structure.

If a child has a Statement of Special Educational Needs or and Education, Health and 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.



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Information about our school – Taken from OFSTED (January 2014)

- Westminster is much larger than most primary schools across the country. In recent years the number of pupils on roll has risen significantly. Plans are in place for further expansion. A new extension to the school building is currently under construction.
- The proportion of pupils known to be eligible for the pupil premium is well-above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The proportion of pupils from minority ethnic backgrounds is high. Most are of Pakistani heritage.
- The proportion of pupils who speak English as an additional language is also high. It is growing year-on-year with an increasing number of pupils joining the school, especially in the Early Years Foundation Stage and Key Stage 1, from Eastern Europe, many of whom speak little or no English when they join the school.
- The proportion of pupils who are supported through school action is above average. However, the proportion of pupils supported by school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standard that sets the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school's senior leadership is shared by the head teacher and the head of school, each on a part-time basis.

'Pupils who are disabled or with special educational needs make good progress because of the sharply focused support they receive that is tailored closely to their specific needs.'

'Teaching assistants provide highly effective support in lessons, especially for lower-ability pupils. Other support staff are highly skilled in teaching pupils with specific needs, such as pupils who are at an early stage of learning English, and in supporting more vulnerable pupils in the nurture class.'

'The care, guidance and support provided for pupils by all the adults working in the school promote safety very effectively, especially for pupils whose circumstances make them likely to be most vulnerable.'

'Pupils' good sense of right and wrong, their tolerance of and respect for other cultures and religions, and their cultural experiences are all underpinned by a strong set of moral beliefs that permeates the school. As a result, pupils' spiritual, moral, social and cultural development is very strong. Leadership sets the tone that prepares pupils remarkably well for life in a culturally diverse society.'

'Leaders have worked very effectively with other local schools to make relations with the local community harmonious. The range of activities to encourage parents to take an active part in the life of the school and their children's education results in parents who are strongly supportive of the school and its work. Parents comment on how responsive the school is to any concerns they may have and how welcome they feel when visiting.'

'There is an impressive range of enrichment activities for pupils, especially trips out linked to the topic work they do.'

Rationale:

The Governing Body believes that all children, regardless of ability and behaviour, should be valued equally at Westminster CE Primary School. Therefore all children's needs are recognised and met through varied and flexible provision throughout the curriculum.

Aims and Objectives

- To ensure that all children have access to a broad, balanced and relevant curriculum which is differentiated to their individual needs.
- To provide a secure and stimulating environment in which all children feel happy and secure.
- To ensure early identification, assessment and provision for any child who may have SEN following the guidance in the current SEN legislation.
- To help every child realise his or her full potential and nurture self-esteem by the celebration of success and endeavours.
- To enable all staff to play a part in identifying pupils with SEN and to take responsibility for recognising and addressing their needs. To encourage the whole school community to demonstrate a positive attitude towards SEN.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and school.
- To involve and support children where appropriate in decision making processes that occurs in their education.
- To follow the guidance set out in the Children and Families Bill (effective from 1st September 2014) which recommends a graduated approach whereby appropriate actions are matched to the pupils' needs.

Identification and Intervention

Triggers indicating the need for intervention at Range 1

Despite receiving differentiated learning opportunities, the child:

- makes little or no progress even when teaching approaches are targeted in a child's differentiated area of weakness
- shows signs of difficulty in developing literacy and numeracy skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties despite the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

Triggers indicating the need for intervention at Range 2

Despite having had an individualised programme and/or concentrated support under School Action, the child;

- continues to make little or no progress in specific areas over a prolonged period
- continues to work at national curriculum levels substantially below that of his/her peer
- continues to have difficulty in developing literacy and numeracy skills
- exhibits emotional or behavioural difficulties which substantially interfere with the child's own learning or that of the class despite having individualised targets for behaviour
- has sensory or physical needs requiring additional specialist equipment or regular advice or visits by a specialist service
- demonstrates on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

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

Our offer at Ranges 1 to 3 for each area of SEN is described below.

		Range 1	Range 2	Range 3
Communication and Interaction Needs:	Autistic Spectrum Conditions	<p>Mainstream class with specific support for targets which involve communication and interaction.</p> <p>Opportunities for over-learning basic concepts within a small group.</p> <p>Flexible use of resources and staffing available in the classroom.</p> <p>Support to promote social skills and interactions with peers and over-learning of basic concepts.</p> <p>Support with recording of work.</p> <p>Flexibility will be needed in expectations to follow instructions/ record work.</p> <p>Instructions supported by visual and written clues.</p> <p>Preparation for any change and the need for clear routines.</p> <p>Reduction of complex language especially when giving instructions.</p>	<p>Mainstream class based, but with some opportunity for small group and individual work to target specific needs involving communication and interaction.</p> <p>A quiet area within the classroom may be useful for individual work.</p> <p>An individual table/area within the classroom may be helpful for independent working to offer opportunities for distraction free learning.</p> <p>Opportunities for one to one support.</p> <p>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).</p> <p>Use of support to implement specific materials, approaches and resources as appropriate. E.g. Circle of Friends; Social Stories; Social Stories as needed.</p> <p>Support from other agencies as appropriate. E.g. Autism Team (SEN Services), Hub schools, SALT.</p>	<p>Mainstream class with targeted support.</p> <p>The need for small group work and one to one to develop individual targets and introduce any new concepts.</p> <p>Access to a quiet area within the classroom when needed.</p> <p>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>Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding.</p> <p>Use of support to implement specific materials, approaches and resources as appropriate e.g. Circle of Friends, Socially Speaking, and Social Stories.</p> <p>Support from other agencies as appropriate. E.g... Autism Team (SEN Services), Hub schools, SALT.</p> <p>Curriculum access will be facilitated by using a structured approach which may involve: using visual systems or timetables; reducing</p>

		Range 1	Range 2	Range 3
				<p>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.</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>
	Speech, Language and Communication Needs	<p>Mainstream class with flexible grouping arrangements.</p> <p>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.</p> <p>Attention to position in the classroom and acoustics.</p> <p>Main provision by class/subject teacher with advice from SENCO.</p> <p>Additional adults routinely used to support flexible groupings, differentiation and some 1:1.</p> <p>Additional adults actively support pupils by modifying teacher talk and scaffolding responses during introduction and plenary.</p> <p>Increased differentiation by presentation and/or outcome e.g. visual aids, modelling responses, allowing time to answer.</p> <p>Simplify level/pace/amount of teacher talk. High quality use of language modelled by all adults in school.</p> <p>Increased emphasis on identifying and teaching to preferred learning style.</p>	<p>Mainstream class with regular targeted small group support.</p> <p>Time limited programmes of small group work based on identified need.</p> <p>Ongoing opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate.</p> <p>Attention to position in the classroom and acoustics. Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate.</p> <p>Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal increasingly individualised programme including modified tasks within an inclusive curriculum. Modify level/pace/amount of teacher talk to pupils' identified need.</p> <p>Teaching methods adapted to suit individual's identified learning style (e.g. VAK).</p> <p>Opportunities for explanation, clarification and reinforcement of lesson content and language. Individual targets within group programmes and/or 1:1 for speaking and listening.</p>	<p>Mainstream class, predominantly working on modified curriculum tasks.</p> <p>Frequent opportunities for small group work based on identified need.</p> <p>Daily opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate.</p> <p>Attention to position in the classroom and acoustics</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, supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1.</p> <p>Tasks and presentation personalised to pupil's needs.</p> <p>Individualised level/pace/amount of teacher talk.</p> <p>Learning style determines teaching methods. Emphasis on consolidation and lateral progress before introducing new skills.</p>

		Range 1	Range 2	Range 3
		Some use of specific group or 1:1 programmes for speaking and listening.		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.
Cognition and Learning Needs:	Moderate Learning Needs	<p>Mainstream class with flexible grouping arrangements.</p> <p>Opportunities for small group work based on identified need e.g. listening/thinking.</p> <p>Main provision by class/subject teacher with advice from SENCO.</p> <p>Additional adults routinely used to support flexible groupings and differentiation</p> <p>Differentiation by presentation, activity and/or outcome.</p> <p>Simplify level/pace/amount of teacher talk.</p> <p>Emphasis on identifying and teaching gaps highlighted by LD Baseline assessment.</p> <p>Opportunities for skill reinforcement/ Revision/ transfer and generalisation.</p>	<p>Mainstream class with enhanced differentiation, regular targeted small group support.</p> <p>Time limited programmes of small group work based on identified need.</p> <p>Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored.</p> <p>Advice from LD/EP is reflected in targets. Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate.</p> <p>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. Programme includes differentiated and modified tasks within an inclusive curriculum.</p> <p>Modify level/pace/amount of teacher talk to pupils' identified need.</p> <p>Programmes to consist of small achievable steps.</p> <p>Pre teach concepts and vocabulary.</p> <p>Emphasis on using and applying and generalisation of skills.</p> <p>Individual targets within group programmes and/or 1:1 carefully monitored and reviewed.</p>	<p>Mainstream class, predominantly working on modified curriculum tasks.</p> <p>Frequent opportunities for small group work based on identified need.</p> <p>Daily opportunities for 1:1 support focused on specific IEP targets Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate.</p> <p>Additional adult, under the direction of the teacher provides sustained targeted support on an individual/group basis. May include withdrawal, carefully monitored. Tasks and presentation increasingly individualised and modified in an inclusive curriculum.</p> <p>Visual cues to support auditory information at all stages of delivery.</p> <p>Individualised level/pace/amount of teacher talk.</p> <p>Ensure transfer and generalisation of skills has occurred before teaching anything new.</p> <p>Small steps targets within group programmes and/or 1:1.</p>
	Specific Learning Difficulties	<p>Mainstream class with flexible grouping arrangements.</p> <p>Opportunities for small group work based on identified need e.g. reading.</p>	<p>Mainstream class with regular targeted small group support.</p> <p>Time limited programmes of small group work based on identified need.</p>	<p>Mainstream class, with provision for alternative ways of recording.</p> <p>Frequent opportunities for small group work based on identified need.</p>

		Range 1	Range 2	Range 3
		<p>Main provision by class/subject teacher with advice from SENCO.</p> <p>Additional adults routinely used to support flexible groupings, differentiation and some 1:1. Differentiating for the students identified area(s) of weakness.</p> <p>Dyslexia friendly school strategies and IDP strategies</p> <p>Cursive Handwriting is introduced as part of a MSL approach.</p>	<p>Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored.</p> <p>Advice from LD/EP is reflected in targets.</p> <p>Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate.</p> <p>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. Specific multisensory, cumulative, structured programmes to support the acquisition of key literacy cursive handwriting, numeracy and motor skills.</p> <p>Differentiated curriculum with some modification and alternative recording programmes including ICT if appropriate.</p> <p>At KS 3 and 4 focus on study skills.</p> <p>Opportunity for over learning rehearsing and revising.</p>	<p>Opportunities for 1:1 support focused on specific targets identified through assessment, ensuring revision and over learning are incorporated. Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate.</p> <p>Additional adult, under the direction of the teacher provides support on differentiated recording tasks.</p> <p>May include withdrawal, carefully monitored.</p> <p>Opportunities for reading spelling and writing activities in line with assessment results. 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</p> <p>Visual cues to support auditory information at all stages of delivery.</p> <p>Ensure transfer and generalisation of skills has occurred before teaching anything new.</p> <p>Small steps targets within group programmes and/or 1:1.</p>
Behavioural, Emotional and Social Development:	Behavioural	<p>Mainstream class with attention paid to organisation and pupil groupings.</p> <p>Opportunities for small group work based on identified need e.g. listening/thinking/social skills.</p> <p>Time limited mainstream classroom programme of support, which relates to assessments.</p> <p>Small group work to learn appropriate behaviours and for associated learning difficulties.</p> <p>Individual programme based on specific need.</p>	<p>In addition to the provision at range 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets.</p> <p>Mainstream class with regular targeted small group support.</p> <p>Time-limited programmes of small group work based on identified need.</p> <p>On-going opportunities for 1:1 support focused on specific IEP targets. Main provision by class/subject teacher with advice and support from SENCO and/or NPSLBA lead as appropriate.</p>	<p>Mainstream class, predominantly working on modified curriculum tasks.</p> <p>Frequent opportunities for small group work based on identified need.</p> <p>Daily opportunities for 1:1 support focused on specific SEBD/learning targets.</p> <p>PRU prevention placements offers intensive individual and small group support.</p> <p>Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate.</p>

	Range 1	Range 2	Range 3	
		<p>A quiet area in the classroom may be useful for individual work. Main provision by class/subject teacher staff and resources usually available in the classroom.</p> <p>Support/advice from SENCo with assessment and planning.</p> <p>Additional adults routinely used to support flexible groupings, differentiation and some 1:1.</p> <p>Close monitoring to identify "hotspots".</p> <p>Support for times identified by risk assessments.</p> <p>Close liaison and common approach with parents/carers.</p> <p>In class differentiation of the curriculum and supporting materials enabling full access to the curriculum.</p> <p>Strategies developed shared with school staff, parent/carer.</p> <p>Increased differentiation by presentation and/or outcome.</p> <p>Simplify level, pace, amount of teacher talk/ instructions.</p> <p>Increased emphasis on identifying and teaching to preferred learning style.</p> <p>Opportunities for skill reinforcement/revision/transfer and generalisation.</p> <p>Some use of specific group or 1:1 programmes</p> <p>Preparation for any change and the need for clear routines.</p>	<p>Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis.</p> <p>May include withdrawal.</p> <p>Additional daily support provided within school to support learning and behaviour.</p> <p>Increased parental/carer involvement and multi-agency support services to plan and regularly review IEPs PSP.</p> <p>Encouragement and inclusion in an extra-curricular activities.</p> <p>Identification of 'key worker' with clear specification of role. Modify level/pace/amount of teacher talk to pupils' identified need.</p> <p>Individual targets within group programmes and/or 1:1.</p> <p>Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom.</p> <p>Emphasis on increasing differentiation of activities and materials and take account of individual learning styles.</p> <p>Short term individual support focusing on listening, concentration, social skills, and solution focused approaches.</p> <p>Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution.</p> <p>Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities and drama.</p>	<p>Daily access to staff in school with experience of SEBD, e.g. behaviour support worker, lead behaviour professional, SENCo.</p> <p>Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks.</p> <p>Increased access to a combination of individual, small group and whole class activities.</p> <p>Teaching focuses on both curriculum and SEBD outcomes throughout the school day.</p> <p>Tasks and presentation personalised to pupil's needs.</p> <p>Individualised level/pace/ amount of teacher talk.</p> <p>Learning style determines teaching methods.</p> <p>1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations.</p> <p>Small steps targets within group programmes and/or 1:1 work tasks.</p> <p>Targets are monitored with the pupil daily targets.</p> <p>Accessing mainstream lessons for most of the time with complimentary access to LSU or other internal support arrangements.</p> <p>PRU prevention placements.</p>

	Range 1	Range 2	Range 3
<p>Emotional and mental wellbeing</p>	<p>Mainstream setting with attention paid to organisation and groupings.</p> <p>Opportunities for small group work based on identified need e.g. listening/thinking/social skills. Time limited mainstream programme of support, which relates to assessments.</p> <p>Small group work to learn appropriate behaviours and for associated learning difficulties.</p> <p>Individual programme based on specific need.</p> <p>A quiet area may be useful for individual work Differentiation of activities and supporting materials enabling full access.</p> <p>Strategies developed shared with setting staff, parent/carer.</p> <p>Increased differentiation by presentation and/or outcome.</p> <p>Simplification and reduction of adult language.</p> <p>Increased emphasis on identifying and taking account of preferred learning style.</p> <p>Opportunities for skill reinforcement/revision/transfer and generalisation.</p> <p>Some use of specific group or 1:1 programmes.</p> <p>Preparation for any change and the need for clear routines.</p> <p>National Curriculum Guidance for the Foundation Stage.</p> <p>ABC charts.</p> <p>Pupil profile.</p> <p>Observation schedules. Behaviour monitoring diaries.</p>	<p>In addition to the provision at range 1 identified daily support to develop social skills/dealing with emotions to support the behaviour learning targets.</p> <p>Mainstream setting with regular targeted small group support.</p> <p>Time limited programmes of small group work based on identified need.</p> <p>On-going opportunities for 1:1 support focused on specific IEP targets Modification of level/pace/amount of adult language to child's identified need.</p> <p>Individual targets within group programmes and/or 1:1.</p> <p>Approaches which take account of child's difficulties in the understanding of social rules and expectations.</p> <p>Emphasis on increasing differentiation of activities and materials and take account of individual learning styles.</p> <p>Short term individual support focusing on listening, concentration, social skills, and solution focused approaches.</p> <p>Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution.</p> <p>Consideration of an alternative, differentiated curriculum that allows flexibility according to emotional needs, not chronological age, through play, creative activities, drama etc.</p> <p>National Curriculum Guidance for the Foundation Stage.</p> <p>ABC charts.</p> <p>Pupil profile.</p>	<p>Mainstream class, predominantly working on modified activities.</p> <p>Frequent opportunities for small group work based on identified need.</p> <p>Daily opportunities for 1:1 support focused on specific SEBD/learning targets Focus on both curriculum and SEBD outcomes throughout the day.</p> <p>Activities and presentation personalised to child's needs.</p> <p>Individualised level/pace/amount of adult language.</p> <p>Learning style determines teaching methods.</p> <p>1:1 teaching for the introduction of new concepts and the reinforcement of routines and expectations.</p> <p>Small steps targets within group programmes and/or 1:1 work tasks.</p> <p>Targets monitored with the child daily.</p> <p>National Curriculum Guidance for the Foundation Stage.</p> <p>ABC charts.</p> <p>Pupil profile.</p> <p>Observation schedules.</p> <p>Enhanced report cards and reward systems. Involving regular monitoring and support.</p> <p>Behaviour monitoring diaries.</p> <p>Use of behaviour targets, prompt cards.</p> <p>Visual systems/timetables.</p>

	Range 1	Range 2	Range 3	
		<p>Use of behaviour targets, prompt cards.</p> <p>Visual systems/timetables.</p> <p>Regular small group work/concentration skills/ social skills/listening skills/conflict.</p> <p>Access to additional circle time activities.</p> <p>Main provision by Foundation Stage practitioner and resources usually available in the setting.</p> <p>Support/advice from SENCo with assessment and planning.</p> <p>Additional adults routinely used to support flexible groupings, differentiation and some 1:1.</p> <p>Close monitoring to identify "hotspots".</p> <p>Support for times identified by risk assessments.</p> <p>Close liaison and common approach with parents/carers.</p>	<p>Observation schedules.</p> <p>Enhanced report cards and reward systems, involving regular monitoring and support.</p> <p>Behaviour monitoring diaries.</p> <p>Use of behaviour targets, prompt cards.</p> <p>Visual systems/timetables.</p> <p>Regular small group work/concentration skills/ social skills/listening skills/conflict resolution.</p> <p>Access to additional circle time activities.</p> <p>Individual SEBD programme.</p> <p>Enhanced teaching within small group circle time: conflict resolution: emotional literacy: solution focussed approaches.</p> <p>Main provision by Foundation Stage practitioner with support from SENCO and advice from specialist teachers as appropriate.</p> <p>Additional adult, under the direction of teacher, to provide sustained targeted support on an individual/group basis. May include withdrawal.</p> <p>Additional daily support provided within setting to support learning and behaviour.</p> <p>Increased parental/carer involvement and multi-agency support services to plan and regularly review IEPs.</p>	<p>Regular small group work/concentration skills/ social skills/listening skills/conflict resolution.</p> <p>Access to additional circle time activities.</p> <p>Access to ICT and specialist equipment.</p> <p>Individual SEBD Programme.</p> <p>Main provision by Foundation Stage practitioner with support from SENCO and advice from education and non-education professional as appropriate.</p> <p>Daily access to staff in setting with experience of SEBD, e.g. behaviour support worker, lead behaviour professional, SENCo.</p> <p>Additional adult, under the direction of the teacher, supports child working on modified activities.</p> <p>Increased access to a combination of individual, small group and large group activities.</p>

	Range 1	Range 2	Range 3
	<p>Social Needs</p>	<p>In addition to the provision at range 1 identified daily support to develop social skills/dealing with emotions to support the behaviour learning targets.</p> <p>Mainstream setting with regular targeted small group support.</p> <p>Time limited programmes of small group work based on identified need.</p> <p>On-going opportunities for 1:1 support focused on specific IEP targets Modification of level/pace/amount of adult language to child's identified need.</p> <p>Individual targets within group programmes and/or 1:1.</p> <p>Approaches which take account of child's difficulties in the understanding of social rules and expectations.</p> <p>Emphasis on increasing differentiation of activities and materials and take account of individual learning styles.</p> <p>Short term individual support focusing on listening, concentration, social skills, and solution focused approaches.</p> <p>Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution.</p> <p>Consideration of an alternative, differentiated curriculum that allows flexibility according to emotional needs, not chronological age, through play, creative activities, drama etc.</p> <p>National Curriculum Guidance for the Foundation Stage.</p> <p>ABC charts.</p> <p>Pupil profile.</p>	<p>Mainstream class, predominantly working on modified activities.</p> <p>Frequent opportunities for small group work based on identified need.</p> <p>Daily opportunities for 1:1 support focused on specific SEBD/learning targets Focus on both curriculum and SEBD outcomes throughout the day.</p> <p>Activities and presentation personalised to child's needs.</p> <p>Individualised level/pace/amount of adult language.</p> <p>Learning style determines teaching methods.</p> <p>1:1 teaching for the introduction of new concepts and the reinforcement of routines and expectations.</p> <p>Small steps targets within group programmes and/or 1:1 work tasks.</p> <p>Targets monitored with the child daily.</p> <p>National Curriculum Guidance for the Foundation Stage.</p> <p>ABC charts.</p> <p>Pupil profile.</p> <p>Observation schedules.</p> <p>Enhanced report cards and reward systems. Involving regular monitoring and support.</p> <p>Behaviour monitoring diaries.</p> <p>Use of behaviour targets, prompt cards.</p> <p>Visual systems/timetables.</p>

		Range 1	Range 2	Range 3
		<p>Use of behaviour targets, prompt cards.</p> <p>Visual systems/timetables.</p> <p>Regular small group work/concentration skills/ social skills/listening skills/conflict.</p> <p>Access to additional circle time activities.</p> <p>Main provision by Foundation Stage practitioner and resources usually available in the setting.</p> <p>Support/advice from SENCo with assessment and planning.</p> <p>Additional adults routinely used to support flexible groupings, differentiation and some 1:1.</p> <p>Close monitoring to identify "hotspots".</p> <p>Support for times identified by risk assessments.</p> <p>Close liaison and common approach with parents/carers.</p>	<p>Observation schedules.</p> <p>Enhanced report cards and reward systems, involving regular monitoring and support.</p> <p>Behaviour monitoring diaries.</p> <p>Use of behaviour targets, prompt cards.</p> <p>Visual systems/timetables.</p> <p>Regular small group work/concentration skills/ social skills/listening skills/conflict resolution.</p> <p>Access to additional circle time activities.</p> <p>Individual SEBD programme.</p> <p>Enhanced teaching within small group circle time: conflict resolution: emotional literacy: solution focussed approaches.</p> <p>Main provision by Foundation Stage practitioner with support from SENCo and advice from specialist teachers as appropriate.</p> <p>Additional adult, under the direction of teacher, to provide sustained targeted support on an individual/group basis. May include withdrawal.</p> <p>Additional daily support provided within setting to support learning and behaviour.</p> <p>Increased parental/carer involvement and multi-agency support services to plan and regularly review IEPs.</p>	<p>Regular small group work/concentration skills/ social skills/listening skills/conflict resolution.</p> <p>Access to additional circle time activities.</p> <p>Access to ICT and specialist equipment.</p> <p>Individual SEBD Programme.</p> <p>Main provision by Foundation Stage practitioner with support from SENCo and advice from education and non-education professional as appropriate.</p> <p>Daily access to staff in setting with experience of SEBD, e.g. behaviour support worker, lead behaviour professional, SENCo.</p> <p>Additional adult, under the direction of the teacher, supports child working on modified activities.</p> <p>Increased access to a combination of individual, small group and large group activities.</p>
Sensory and Physical Needs:	Hearing Impairment	<p>Mainstream class.</p> <p>Attention to seating, lighting and acoustics.</p> <p>Main provision by class/subject teacher.</p> <p>Agreed joint written Advice from CCG and Support Team for Deaf Children (STDC) on</p>	<p>Mainstream class.</p> <p>Attention to seating, lighting and acoustics.</p> <p>Main provision by class/subject teacher.</p>	<p>Mainstream class.</p> <p>Attention to seating, lighting and acoustics.</p> <p>Opportunities for 1:1 and small group work</p> <p>Main provision by class/subject teacher</p> <p>Initial piece of work on referral:</p> <p>Contact family</p>

	Range 1	Range 2	Range 3
		<p>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>Written report circulated to school, family, hospital.</p> <p>Additional support if needs change on request from school.</p> <p>Full inclusion within National Curriculum.</p> <p>Teaching methods which facilitate access to the curriculum, social/emotional development and class participation Possible provision of sound field systems by school.</p> <p>Specific deaf related training opportunities for staff on request to STDC.</p>	<p>Visit school: Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO).</p> <p>Written report circulated to school, family, hospital.</p> <p>Annual electroacoustic hearing aid checks.</p> <p>Monitoring visit to speak to pupil/SENCO.</p> <p>Issue radio aid. Monitor radio aid use.</p> <p>Up to 6 visits per year from TOD/PIM.</p> <p>Possible input from non-education professionals e.g. SALT.</p> <p>Full inclusion within National Curriculum.</p> <p>Possible differentiation by presentation and/or outcome.</p> <p>Opportunities for explanation, clarification and reinforcement of lesson content and language.</p> <p>Specific interventions for speaking, listening and teaching of phonics.</p> <p>Electro-acoustic assessment of auditory equipment.</p> <p>Possible provision of sound field systems by school.</p> <p>Specific deaf related training opportunities for staff.</p>

		Range 1	Range 2	Range 3
	Visual Impairment	<p>Mainstream class.</p> <p>Attention to seating position in classroom.</p> <p>Quality First Teaching.</p> <p>Full inclusion within mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social/ emotional development and class participation.</p> <p>Written report, with recommendations, as above.</p> <p>Contact family.</p> <p>Resources from within school.</p> <p>Learning materials selected for their clarity.</p>	<p>Mainstream class.</p> <p>Attention to seating position in classroom Quality First Teaching.</p> <p>Full inclusion within mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social/ emotional development and class participation.</p> <p>School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil.</p> <p>E.g. oral descriptions of visual materials. Written report, with recommendations, as above.</p> <p>Contact family</p> <p>Resources from within school.</p> <p>Equipment, including low vision aids, write angle, copyholder to meet needs. Large print materials as appropriate.</p>	<p>Mainstream class.</p> <p>Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate Quality First Teaching.</p> <p>Full inclusion within mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social/ emotional development and class participation.</p> <p>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. Written report, with recommendations, as above.</p> <p>Contact family.</p> <p>Resources from within school.</p> <p>Low vision aids, electronic magnification, laptop as appropriate to meet assessed needs.</p> <p>Large print materials as appropriate.</p>
	Multi-Sensory Impairment	<p>Advice from QTD and QTVI on implications of visual impairment and hearing loss.</p> <p>Additional advice from the QTMSI as requested by the VIT or STDC in relation to progressive sensory impairments.</p>	<p>As described in relevant VI and HI guidance ranges with increased need for small group work and 1:1 opportunities in a quiet environment as described in appropriate VI and HI guidance ranges with additional emphasis on the need for;</p> <ul style="list-style-type: none"> • Appropriate seating, lighting and acoustics • Additional time to experience new activities, complete work, preview and review lessons • The use of experiential and tactile learning materials • Clear verbal or signed reinforcement • Additional mobility and independence skills <p>Advice and/or support from QTD and QTVI</p> <p>Additional advice from the QTMSI as requested by the VIT and STDC in relation to progressive sensory impairments and/or the educational implications of dual sensory impairment.</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>Significant modification to learning materials and curriculum delivery.</p> <p>Individual mobility and independence/life skills programmes.</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 officer.</p>

		Range 1	Range 2	Range 3
				<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>
	Physical Difficulties	<p>Mainstream class with flexible approach to grouping and or some individual work.</p> <p>Class based circle time activities to help build self-esteem. Main provision by class subject teacher with some age appropriate programmes delivered one to one or in small groups.</p> <p>Handwriting programme.</p> <p>Differentiated writing materials and equipment.</p> <p>Some differentiation to PE curriculum.</p> <p>Dressing and undressing skills programme.</p> <p>Access to appropriate ICT provision.</p> <p>May require exam dispensation.</p>	<p>Mainstream classroom setting.</p> <p>Small group or one to one adult input to practice skills.</p> <p>Buddy system.</p> <p>Circle time activities to boost self-esteem.</p> <p>Programme to support handwriting skills to develop.</p> <p>Differentiated writing materials and equipment.</p> <p>Differentiation to PE curriculum.</p> <p>Dressing and undressing skills programme.</p> <p>ICT equipment to aid recording and may need AAC aid.</p> <p>Specialist seating, furniture and equipment.</p>	<p>Mainstream classroom setting.</p> <p>Small group or one to one adult input to practice skills.</p> <p>Individual skills based work may need to take place outside the classroom.</p> <p>Nurture group input may be necessary to help with low self-esteem.</p> <p>Individual specialist support for mobility and personal care needs.</p> <p>Flexible use of classroom support to access curriculum and develop skills in recording.</p> <p>Training and advice from specialist support service for teaching and support staff.</p> <p>Programme to support handwriting skills to develop.</p> <p>Differentiated writing materials and equipment.</p> <p>Differentiation to PE curriculum.</p> <p>Dressing and undressing skills programme.</p> <p>ICT equipment to aid recording. And may need AAC aid.</p> <p>Specialist seating furniture and equipment.</p>

	Range 1	Range 2	Range 3
Medical	<p>Mainstream class with flexible approach to grouping and or some individual work.</p> <p>Class based circle time activities to help build self-esteem. Main provision by class subject teacher with some age appropriate programmes delivered one to one or in small groups.</p> <p>Handwriting programme.</p> <p>Differentiated writing materials and equipment.</p> <p>Some differentiation to PE curriculum.</p> <p>Dressing and undressing skills programme.</p> <p>Access to appropriate ICT provision.</p> <p>May require exam dispensation Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>Resources from within school.</p> <p>Care programme in place.</p>	<p>Mainstream class.</p> <p>Main provision by class/subject teacher.</p> <p>Additional support if needs change on request from school.</p> <p>Full inclusion within National Curriculum.</p> <p>Teaching methods which facilitate access to the curriculum, social/emotional development and class participation.</p> <p>Specific deaf related training opportunities for staff on request to STDC School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil.</p> <p>Additional time to experience new activities, complete work, preview and review lessons.</p> <p>Differentiation to PE curriculum.</p> <p>Dressing and undressing skills programme.</p> <p>Specialist seating, furniture and equipment.</p> <p>Care programme in place.</p>	<p>Mainstream class.</p> <p>Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate Quality First Teaching.</p> <p>Full inclusion within mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>Contact family.</p> <p>Resources from within school.</p> <p>Specific related training opportunities for staff.</p> <p>Daily access to individual support, trained to meet the needs of pupils with Medical needs.</p> <p>Care programme in place.</p>