



# Crabbs Cross Academy

## SEND Information Report

### ***Background***

In response to the revised Special Educational Needs Code of Practice (June 2014), this SEND information report aims to publish information about the implementation of our SEND policy. ***Close reference and direct quotes have been made throughout this report to the School's revised Inclusion (SEND) policy to ensure consistency and cohesion between the two documents.*** Our full SEND policy is also available on the school website or as hard copies available upon request from the school office.

This SEND Information Report has been drafted in response to the Children and Families Act (June 2014) and SEND Code of Practice (June 2014). Worcestershire Local Authority is legally required to publish a Local Offer which our SEND Information Report has to reflect. From September 2019, this is known as *The Graduated Response within Worcestershire* and is available to download via <https://www.worcestershire.gov.uk/graduatedresponse>

Hard copies of this information report are also to be available to parents who cannot access it electronically. All information included in this report refers also to supporting children who are looked after by a local authority and have Special Educational Needs.

This was shared with the governing body 28<sup>th</sup> September 2021.

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| <b><i>The Local Offer will provide information about:</i></b>   | <b><i>Our setting will</i></b>   |
| Identifying the particular special educational needs of a child or young person.  | <ul style="list-style-type: none"> <li>• Carry out thorough and individualised assessment of all children including: observation, half-termly class-based assessment, diagnostic assessment</li> <li>• Communicate and consult effectively with all stake-holders, including: Pupil Progress meetings, Parents’ meetings, target setting with children, Individual Provision Map meetings, involvement of outside agencies</li> <li>• Provide SEND training for all staff to enable them to identify special educational needs</li> <li>• Constant monitoring review of progress during interventions, through differentiated class-based activities</li> </ul>  |
| <b><i>Questions you may have:</i></b>   | <b><i>Our school response</i></b>  |
| How does the school know if my child has special educational needs and what should I do if I think my child may have special educational needs? | <p>At Crabbs Cross, the progress of <b>all</b> children is closely tracked and monitored by all staff. This is currently done termly, the results of which are analysed by the Senior Leadership Team. Many pupils experience delay in their learning and don’t make expected progress for a variety of reasons. Many will have differentiated work prepared for them by their class/subject teacher. Following half-termly tracking, there may be evidence that certain children are making less than expected progress and they may be referred to the SENCo who supports the teacher with implementing strategies to support. If it is felt that there are special educational needs in one of the four areas,</p> <ol style="list-style-type: none"> <li>I. Communication and Interaction</li> <li>II. Cognition and Learning</li> <li>III. Social, mental and emotional health</li> <li>IV. Sensory and/or physical</li> </ol> <p>The school will then follow the graduated response, informing parents that their child will be placed on the school’s SEND register and will receive support at SEND Support level and external agencies will be consulted. An Individual Provision Map (IPM) will be drawn up which will include SMART targets that will be regularly reviewed.</p> <p>If you have concerns about your child’s progress or think they may have</p> |

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|  | <p>special educational needs, make an appointment to meet with your child's class teacher and SENCo so your concerns can be listened to and appropriate actions can be agreed. Speaking to your school nurse or GP may also be a useful point of contact.</p>  |
| <b><i>The Local Offer will provide information about:</i></b>  | <b><i>Our setting will</i></b>   |
| <p>Securing the services, provision and equipment required by children and young people with special educational needs.</p>  | <ul style="list-style-type: none"> <li>• Regularly review provision maps to ensure high quality teaching in class, appropriate interventions are delivered and access to external agencies is sought.</li> <li>• Provide intervention groups facilitated by specialist trained TAs and teachers, whose training is regularly updated.</li> <li>• Seek advice for environmental adaptations.</li> <li>• Meet the requirements of the Disability Discrimination Act (DDA) where necessary.</li> <li>• Provide regular training for all staff so that they can meet the needs of the children.</li> </ul>   |
| <b><i>Questions you may have:</i></b>  | <b><i>Our school response</i></b>  |
| <p>What specialist services and expertise are available at or accessed by the school?</p> <p>How are the school's resources allocated and matched to the children's special educational needs?</p> | <p>We strongly believe in the continued training of all staff and plan in regular professional development so they can support all children, including those with Special Educational Needs effectively. Training in Attachment, phonics, maths, Dyslexia, Team Teach and Speech and Language are some examples of recent training. We are fortunate at Crabbs Cross Academy to have many specialist teaching assistants who have specific fields of expertise in delivering intervention programmes e.g Communication Lead Teaching Assistants (specialising in Speech and Language programmes), Emotional Literacy and Social Skills, Social Skills groups, Listening skills groups, Lego Therapy, Movement (Fine Motor and Gross Motor), reading, phonics and mathematics.</p> <p>Specialist Services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child. These Specialist Services may include Learning Support Service, Behaviour Support Service, Complex Communication Needs Team, Educational Psychology, Integrated Specialist Support Service, Speech and Language Therapy,</p> |

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|  | <p>Occupational Therapy, Child and Mental Health Service, Community Paediatric Service, Early Intervention Family Support Service, School Nurse Service, Bereavement support workers (Charity). At Crabbs Cross, we are proactive in initiating the involvement of such specialist service and put into practice any recommendations made in reports.</p> <p>Additional resources used to support children with Special Educational Needs to access the curriculum are bought using an allocated SEND budget. This budget is the responsibility of the SENCo and resources are bought to meet the needs of the children and to support intervention programmes. The type of resources needed will inevitably change according to the intervention programmes running at different times.</p> <p>In the rare occurrence that additional funds are allocated by the Local Authority when an Education and Health Care Plan (EHCP) is issued the school will use any allocated money to meet the needs set out in the EHCP.</p> |
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| <b><i>The Local Offer will provide information about:</i></b>   | <b><i>Our setting will</i></b>  |
| The school's approach to teaching/learning and development of children and young people with special educational needs. | <ul style="list-style-type: none"> <li>• Provide an inclusive education for all children.</li> <li>• Ensure that differentiated learning opportunities are given to all learners.</li> <li>• Provide personalised and targeted support that is carefully matched to need.</li> <li>• Ensure regular communication occurs between all adults who work with children with SEND to ensure a consistent approach to teaching and learning.</li> </ul>   |
| <b><i>Questions you may have:</i></b>   | <b><i>Our school response</i></b>   |
| How will the school staff support my child?   | Depending on the needs of individual children, different support and strategies may be needed to help them access all lessons. In addition, personalised intervention programmes may be required and are organised and run by specialist support staff in close liaison with the SENCo, SENCo Assistant and the class teacher. The nature of the children's needs determine which member of staff your child will work with and how often they receive this additional support. (See Appendix 1 for examples of specialist support programmes). |

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|  | <p>If your child receives additional support through an intervention programme, your child's class teacher will discuss this with you at termly meetings where you will be involved in the setting of termly goals on their Individual Provision Map (IPM).</p> <p>The Governor responsible for SEND and Inclusion (Ally Middleton) meets regularly with the SENCo to discuss and challenge the current provision for children with Special Educational Needs.</p> <p>Through regular tracking, we are able to monitor and evaluate the impact intervention programmes have on the overall progress and attainment of children with Special Educational Needs. The individual intervention programmes are evaluated separately to assess impact in conjunction with the overall progress and attainment levels of the children through whole school tracking.</p> |
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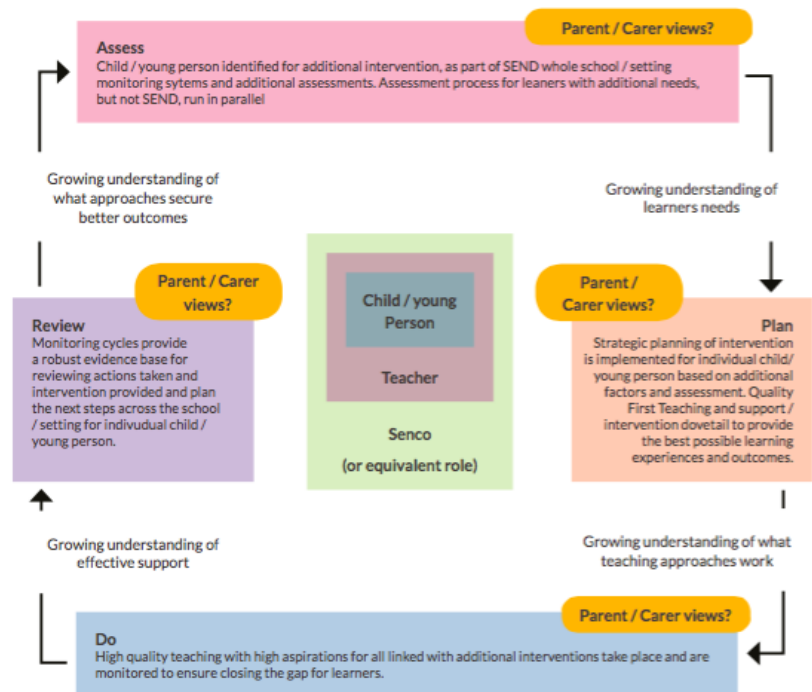
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| <b><i>The Local Offer will provide information about:</i></b>  | <b><i>Our setting will</i></b>  |
| <p>Consulting/working in partnership with parents of children with special educational needs and with young people with special educational needs.</p> | <ul style="list-style-type: none"> <li>• Offer termly parent meetings with the class teacher with additional time added in to discuss IPM targets</li> <li>• Offer an 'open-door policy' with class teacher/SENCo/SENCo Assistant</li> <li>• Provide annual reports to parents</li> <li>• Share relevant information and strategies with parents/carers to support their children at home</li> </ul>  |
| <b><i>Questions you may have:</i></b>  | <b><i>Our school response</i></b>   |
| <p>How will both you and I know how my child is doing?</p> <p>Will I get a report each year?</p> <p>How will my child be involved?</p>                 | <p>Discussion about your child's progress with their class teacher will be termly, at a longer parent consultation session and at an additional meeting in the summer term. More frequent informal discussions about their progress are always welcomed and additional appointments can always be requested with your child's class teacher and/or SENCo/SENCo Assistant. Your child's progress is monitored half termly in the National Curriculum Core subjects of reading, writing and mathematics with class teachers deciding the standard your child is working at in relation to the milestones we assess against. These assessments are then analysed by the Senior Leadership team to check progress and attainment. Classroom teachers and the Senior</p> |

Leadership Team, following termly tracking will have evidence that certain children are making less than expected progress and refer children to the SENCO who will arrange and monitor intensive SEN support.

Once a potential special educational need is identified, four types of action will be taken to put effective support in place:

- 1 Assess
- 2 Plan
- 3 Do
- 4 Review

*This is known as the 'Graduated Response'*



The review stage of the Graduated Response involves the evaluation of the support programme that has been put into place. The levels at which the children start the programme are then measured against the levels they

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|  | <p>finish the programme so that we can evaluate how effective the provision has been for your child. Alternative or further support programmes may be needed in order to meet their needs more effectively. The breadth, frequency and duration of different support programmes will change termly in response to the different needs of the children.</p> <p>Discussion about their progress against targets in their Individual Provision Maps, as well as the setting of new targets and provision, will also be discussed at the autumn and spring parent consultation meetings and at an additional meeting in the summer term. A copy of their IPM will be given to you so that you can support your child at home. Further advice and guidance about how to support your child can be given by your child's class teacher and/or SENCo/SENCo Assistant. Any parent training and learning events are planned in the school calendar. Any child with an Education and Health Care Plan will have an Annual Review meeting to discuss their child's progress and set new targets, a copy of which is sent to the EHCP case worker based at Worcestershire County Council.</p> <p>Your child's views in the support they receive and the targets that are set are important. Your child's perspective is documented at the start of their Individual Provision Map, describing how they learn best and what support helps them achieve. They will also be involved in reviewing and setting their new termly targets set out on their Individual Provision Map.</p> <p>You will receive an annual report for your child in addition to a mid-year interim report outlining your child's progress and achievement.</p> |
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| <b><i>The Local Offer will provide information about:</i></b>  | <b><i>Our setting will</i></b>  |
| Supporting children and young people with special educational needs in moving between phases of education, and in preparing for adulthood. | <ul style="list-style-type: none"> <li>• Liaise closely with the middle schools and offer additional meetings, visits and preparation for children who find transition more difficult.</li> <li>• Incorporate the teaching of basic key skills necessary for a successful educational career and future adult life.</li> <li>• Provide transition support for all SEND children as they move to their new year group each academic year.</li> </ul> |
| <b><i>Questions you may have:</i></b>  | <b><i>Our school response</i></b>   |

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| <p>How will the school prepare and support my child to join, or transfer to a new school?</p> | <p>Preparation for the transfer to middle school happens in the summer term but links between the main middle schools may start earlier. Additional pre-transition visits are arranged for children with Special Educational Needs as well as children with English as an Additional Language and other children who may benefit. We ensure that at least one member of the Y4 team accompanies those children on these additional pre-transition visits as they take photos of the new environment and key members of staff, support the children with any questions or concerns they have and record any notes about their memories of the day.</p> <p>Parents are fully informed about such decisions and are also involved in supporting their children in preparing for their transition to middle schools as they are asked to complete a transition passport in preparation for this.</p> <p>In addition to this, we are able to offer some more individual transition group work run by our Early Intervention Family Support worker in the spring term before they transfer.</p> <p>Meetings are held in the summer term between our SENCo and the SENCo from the transfer school to ensure consistency of provision is in place. Where a child has an EHCP, the SENCo and any additional staff member from the new placement are invited to attend the Annual Review. Where an Education and Health Care Plan requires support staff, the assigned member of staff from the new placement is welcomed into school to build relationships in advance of the transition. All of the information regarding your child's needs are transferred to their new school with all SEND reports placed in separate discrete files for the attention of the SENCo at the middle school placements.</p> |
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| <p>How facilities that are available can be accessed by children and young people with special educational needs.</p> | <ul style="list-style-type: none"> <li>• Meet the requirements of the Disability Discrimination Act (DDA, 1995)</li> <li>• Meet the requirements of the Equalities Act (2010)</li> <li>• Provide resources and teaching that are differentiated according to the child's individual needs</li> <li>• Access support from outside agencies</li> </ul>   |
| <p><b>Questions you may have:</b></p>   | <p><b>Our school response</b></p>  |
| <p>How accessible is the school with regard to both buildings and language?</p>                                       | <p>The outside environment of the school is wheelchair friendly with ramps leading up from the Reception playground to the classrooms, from the main office entrance to the main playground and from the Key Stage 1 playground to the new building classrooms. The old building is all on one level apart from a staff meeting room but the new building has two small internal staircases. Where the needs of a pupil are such that they may require wheelchair access, all efforts are taken to ensure that they have full accessibility to immediate areas where possible and where they may need additional support to move to different areas in the school, arrangements would be put into place and agreed in consultation with the pupil, parents and staff.</p> <p>For children with English as an additional language, we provide additional support within the classroom for them. Where it is deemed age-appropriate, dual language signs and labels are used around the school. Where parents do not have English as their first language, at their request, we aim to ensure that a translator is available at parent consultation meetings to ensure they can access the information given.</p> <p>Additional equipment and resources needed to support children at Crabbs Cross Academy with special educational needs are provided where possible by the school. Specific resources such as writing slopes, computing equipment and software and Speech and Language resources are purchased from within the SEND budget and allocated to specific classrooms where they will be used to support the particular needs of children. Other resources purchased for the delivery of intervention programmes are stored and managed by the member of staff responsible for delivering such programmes.</p> |

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| <b><i>The Local Offer will provide information about:</i></b>  | <b><i>Our setting will</i></b>  |
| How the school adapt the curriculum/provision and additional learning support available to children and young people with special educational needs. | <ul style="list-style-type: none"> <li>• Provide class work which is differentiated based on agreed Quality First Teaching provision.</li> <li>• Provide class-based teaching assistants who will work alongside the class teacher to support children individually/in small groups and to facilitate the class teacher working with children with SEND.</li> </ul>   |
| <b><i>Questions you may have:</i></b>  | <b><i>Our school response</i></b>   |
| How will the curriculum be matched to my child's needs?  | <p>High quality teaching which is differentiated and personalised is available for all pupils at Crabbs Cross Academy including those with Special Educational Needs. At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. For pupils at Crabbs Cross Academy, their needs are met using 3 levels of intervention, described as "waves of support," which support access to the curriculum.</p> <p><b>Wave 1</b> describes quality, inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.</p> <p><b>Wave 2</b> describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.</p> <p><b>Wave 3</b> describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.</p> <p>It may be appropriate for your child (depending on their needs) to have differentiated work prepared for them by their class/subject teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age (Wave 2 and 3). Progress at this stage will be tracked termly by the Senior Leadership Team and parents will be kept fully informed.</p> <p>At Crabbs Cross, we strongly believe that all children are included in whole class teaching alongside their peers. It is, however, sometimes appropriate that they may need additional, personalised support to meet their needs. Any additional support they receive is done in close liaison with the class</p> |

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|  | <p>teachers so that they can build in opportunities for the children to achieve their targets within daily lessons. Class teachers are responsible for planning in opportunities for children to achieve the targets set on their Individual Provision Map. These targets are then shared with any additional adults involved in supporting them.</p> <p>Further details on the provision we offer here at Crabbs Cross Academy is set out in Appendix 1.</p> |
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| <b><i>The Local Offer will provide information about:</i></b>   | <b><i>Our setting will</i></b>  |
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| <p>How the emotional and social development of children and young people with special educational needs will be supported and improved.</p> | <ul style="list-style-type: none"> <li>• Provide specific interventions (eg LEGO therapy, social skills, playground social skills, emotional literacy, 1:1 emotional nurture support, Relax Kids)</li> <li>• Offer a 1:1 Meet and Greet for specific children at the start of each day</li> <li>• Include all children within their class for the vast majority of the day including opportunities for mixed-ability collaboration</li> <li>• Identify key workers for children who need access to 1:1 emotional support throughout the day</li> </ul>  |
| <b><i>Questions you may have:</i></b>   | <b><i>Our school response</i></b>   |
| <p>What support will there be for my child's overall wellbeing?</p>   | <p>All staff are responsible for all children's well-being and at Crabbs Cross, the pastoral care for all our children, including those with Special Educational Needs is of utmost importance to us and is central to the ethos of the school. As part of the curriculum, Personal, Social and Health Education provides all children with support for their well-being. We recognise that at times, children may need emotional and social support. We are able to put into place measures which can support children during difficult times; this can take the form of 'Meet and Greet' sessions at the start of the day where a named teaching assistant is on hand to provide emotional support on arrival into school. We also offer 1:1 emotional literacy sessions where children have the opportunity to discuss their emotions in a safe, caring environment and where measures are agreed with the children about how to manage their feelings within school and at home. Social Skills, Lego Play</p> |

Therapy and 'Drawing and Talking' sessions are also examples of support programmes that we offer to improve emotional and social development for the children in our care.

Crabbs Cross Academy is an inclusive community that aims to support and welcome pupils with medical conditions. We aim to provide all pupils with all medical conditions the same opportunities as others at school.

We will help to ensure they can

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

The school ensures all staff understand their duty of care to children and young people in the event of an emergency.

All staff feel confident in knowing what to do in an emergency and who the named First Aiders are within the school.

This school understands that certain medical conditions are serious and can be potentially life threatening, particularly if ill managed or misunderstood.

Individual Medical Plans are written with all members of staff being made aware of.

This school understands the importance of medication being taken as prescribed.

All staff understand the common medical conditions that affect children at this school.

Staff receive training on the impact medical conditions can have on pupils.

A separate policy on supporting children with medical needs is available on our school website and a hard copy is available from the school office. The policy details how the school manages the administration of medicines and personal care/dietary needs.

Separate policies on attendance, behaviour, exclusions and anti-bullying are also available on the school website with additional hard copies also available from the school office upon request.

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| <b><i>The Local Offer will provide information about:</i></b>   | <b><i>Our setting will</i></b>  |
| What activities are available for children and young people with special educational needs in addition to the curriculum? | <ul style="list-style-type: none"> <li>• Make suitable arrangements for children to access extra-curricular activities with outside agencies</li> <li>• Provide additional support prior to and during school trips</li> </ul>  |
| <b><i>Questions you may have:</i></b>   | <b><i>Our school response</i></b>   |
| How will my child be included in activities outside the classroom including school trips?                                 | <p>We aim to ensure that all children are fully included in all aspects of school life including extra-curricular activities and school trips. All children are invited to take part in after school clubs and where clubs are run by external providers, these are run by coaches who are familiar with the children from delivering in school PE sessions each half term. Additional visits prior to residential trips (typically in Year 4) if deemed appropriate can be arranged. Where appropriate, additional adult support can also be arranged to support specific trips, including additional transition visits to middle schools. Parents are fully informed with such decisions and are also involved in supporting their children in preparing for school trips and their transition to middle schools.</p> |

**Contact and Local Offer**

***Who can I contact for further information?***

Lynn Briers – Deputy Headteacher and Special Educational Needs Co-ordinator at Crabbs Cross Academy – Telephone 01527 543624

Worcestershire County Council SEND Services - Telephone 01905 765715 Email [SEN@worcestershire.gov.uk](mailto:SEN@worcestershire.gov.uk)

(The Local Offer published by Worcestershire County Council is available on [http://www.worcestershire.gov.uk/info/20416/send\\_local\\_offer](http://www.worcestershire.gov.uk/info/20416/send_local_offer) )

SEND Information, Advice and Support Service (SENDIASS) - Telephone 01905 768153 Email [sendiass@worcestershire.gov.uk](mailto:sendiass@worcestershire.gov.uk)  
<http://www.hwsendiass.co.uk/>

For further support groups and services, follow the link on:

[http://www.worcestershire.gov.uk/info/20538/care\\_and\\_support\\_the\\_local\\_offer/1762/support\\_groups\\_for\\_parents\\_and\\_carers](http://www.worcestershire.gov.uk/info/20538/care_and_support_the_local_offer/1762/support_groups_for_parents_and_carers)

### **Complaints procedure**

This will be in accordance with the school's complaints policy which is available on the school's website or on request.

### **Appendix 1**

***Summary of Provision at Crabbs Cross Academy***

| Area of need                               |  | Universal provision<br>(Wave 1)   | Enhanced support for some<br>learners<br>(Wave 2)   | Specialist support for some<br>learners<br>(Wave 3)  |
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| <b>Communication and Interaction Needs</b> | <i>Autistic Spectrum Disorders (ASD)</i>               | <ul style="list-style-type: none"> <li>• Whole school Quality First Teaching practice embedded across the school</li> <li>• Visual timetables used in all classes</li> <li>• Differentiated curriculum, planning, tasks and outcome</li> <li>• In class targeted teacher support</li> <li>• Use of symbols</li> <li>• Increased visual aids (i.e Task management boards)</li> <li>• Structured school and class routines</li> <li>• Environmental clues e.g location systems</li> <li>• Designated Communication TA to offer advice and support to class teachers</li> </ul>  | <ul style="list-style-type: none"> <li>• Access to small group teaching to meet specific needs (e.g. Language Link based programme)</li> </ul>  | <ul style="list-style-type: none"> <li>• Access to social skills groups (Lego-play therapy; playtime mentoring; Good to be Me)</li> <li>• Advice from EP/CCD</li> <li>• Nurture type provision</li> </ul>  |
|  | <i>Speech, Language and Communication Needs (SLCN)</i> | <ul style="list-style-type: none"> <li>• Whole school Quality First Teaching practice embedded across the school</li> <li>• Language Link screening assessments for all Reception children upon entry to school</li> <li>• Visual timetables used in all classes</li> <li>• Learning partners used across school</li> <li>• Differentiated curriculum, planning, tasks and outcome</li> <li>• Teacher modelling, simplification, repetition and reinforcement</li> <li>• In class targeted teacher support</li> <li>• Use of symbols</li> <li>• Increased visual aids (i.e Now and Next boards)</li> <li>• Structured school and class routines</li> <li>• Environmental cues e.g location systems</li> </ul> | <ul style="list-style-type: none"> <li>• Access to small group teaching to meet specific needs</li> <li>• Use of ICT to record work in alternative way (Talking tins, Clicker 6)</li> <li>• In class support with focus on supporting speech and language- Clicker 6, Language Link strategies</li> <li>• Use of 'Signalong'</li> </ul> | <ul style="list-style-type: none"> <li>• Language Link programme delivered to meet specific needs (small group or 1:1)</li> <li>• Advice from Speech and Language Therapy</li> <li>• Speech sound system specific work (Small group/1:1)</li> <li>• Direct work with Speech and Language Therapist or specialist TAs.</li> </ul> |
| <b>Area of need</b>                        |  | <b>Universal provision<br/>(Wave 1)</b>   | <b>Enhanced support for some<br/>learners<br/>(Wave 2)</b>  | <b>Specialist support for some<br/>learners<br/>(Wave 3)</b>   |
| <b>Cognition and Learning Needs</b>        | <i>Moderate Learning Needs (MLD)</i>                   | <ul style="list-style-type: none"> <li>• Whole school Quality First Teaching practice embedded across the school</li> </ul>   | <ul style="list-style-type: none"> <li>• Specific intervention programmes put in</li> </ul>   | <ul style="list-style-type: none"> <li>• Specific intervention programmes put in</li> </ul>  |

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|  |  | <ul style="list-style-type: none"> <li>• Visual timetables used in all classes</li> <li>• Learning partners used across school</li> <li>• Off-white backgrounds used on IWB</li> <li>• Differentiated curriculum, planning, tasks and outcome</li> <li>• In class targeted teacher support</li> <li>• Personalised resources used (e.g. coloured overlays; off-white paper)</li> <li>• Team teaching/modelling</li> <li>• Dyslexia Pathways training</li> <li>• Visual prompts/aids</li> <li>• Access to ICT</li> <li>• Use of writing frames</li> <li>• Differentiated literacy/numeracy toolkits</li> <li>• Use of pre-teaching sessions</li> </ul> | place (1 <sup>st</sup> class @ Number; Rapid Reading; Rapid Phonics; 1:1 reading)                | place (1 <sup>st</sup> class @ Number; Rapid Reading; Rapid Phonics; 1:1 reading)   |
|  | <i>Specific Learning Difficulties (SpLD)</i> |   |  | <ul style="list-style-type: none"> <li>• Highly structured programmes used 1:1 (e.g. Toe-by-Toe)</li> <li>• Precision Teaching</li> </ul> |
| <b>Area of need</b>                        |  | <b>Universal provision (Wave 1)</b>   | <b>Enhanced support for some learners (Wave 2)</b>   | <b>Specialist support for some learners (Wave 3)</b>  |
| <b>Social, Mental and Emotional Health</b> | <i>Emotional and Mental well being</i>       | <ul style="list-style-type: none"> <li>• Quality First Teaching in PSHE for all children</li> </ul>   | <ul style="list-style-type: none"> <li>• Pastoral Support Plans introduced for pupils</li> </ul> | <ul style="list-style-type: none"> <li>• Access to social skills groups (Lego-play</li> </ul>   |



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|                                   |                                       | <ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• Whole school rules</li> <li>• Whole school reward and sanctions systems</li> <li>• Differentiated curriculum, planning, tasks and outcome</li> <li>• In class targeted teacher support</li> <li>• EIFS worker drop in sessions</li> </ul>                 | in danger of escalated concern, tightly managed and reviewed  | <p>therapy; playtime mentoring; Good to be Me)</p> <ul style="list-style-type: none"> <li>• 1:1 Emotional support time (identified vulnerable pupils)</li> <li>• Specialist assessments, such as Boxall profile, SDQs</li> <li>• Individual reward systems</li> <li>• CAMHS input</li> <li>• Dual placements (where appropriate)</li> <li>• Nurture type provision</li> <li>• Personalised plans</li> <li>• Additional adult support</li> <li>• TISUK practitioner support</li> </ul> |
|                                   | <i>Social needs</i>                   | <ul style="list-style-type: none"> <li>• Adult-led lunchtime games</li> <li>• Differentiated curriculum, planning, tasks and outcome</li> <li>• In class targeted teacher support</li> </ul>  | <ul style="list-style-type: none"> <li>• Social skills @playtime group for specific children</li> </ul> |   |
| <b>Sensory and Physical Needs</b> | <i>Hearing Impairment (HI)</i>        | <ul style="list-style-type: none"> <li>• Flexible seating arrangements</li> <li>• Differentiated curriculum, planning, tasks and outcome</li> <li>• In class targeted teacher support</li> <li>• Use of ICT</li> <li>• Resources, darker pencils</li> <li>• Larger print</li> <li>• Magnifiers</li> <li>• Accessibility software</li> </ul> | <ul style="list-style-type: none"> <li>• Specific intervention programmes put in place</li> </ul>       | <ul style="list-style-type: none"> <li>• Specific resources used upon external advice</li> <li>• Advice from ISSS</li> <li>• Individual support during appropriate subjects</li> <li>• Advice from OT</li> <li>• Risk assessments</li> </ul>  |
|                                   | <i>Visual Impairment (VI)</i>         |   |   |   |
|                                   | <i>Multi-sensory impairment (MSI)</i> |   |   |   |
|                                   | <i>Physical (PD)</i>                  |   |   |   |

|  |                |   |  |   |
|--|----------------|---|--|---|
|  |                | <ul style="list-style-type: none"> <li>• Differentiated curriculum, planning, tasks and outcome</li> <li>• In class targeted teacher support</li> <li>• Writing slopes</li> <li>• Talking tins</li> <li>• Pencil grips</li> <li>• Access to ICT</li> <li>• Alternative seating</li> <li>• Support frames and steps/adaptations to the school environment</li> </ul> | handwriting intervention)  | sloping writing surface) <ul style="list-style-type: none"> <li>• Physiotherapy programmes (1:1)</li> <li>• Advice from ISSS</li> <li>• Advice from EP</li> <li>• Risk assessments</li> </ul> |
|  | <i>Medical</i> | <ul style="list-style-type: none"> <li>• Flexible seating arrangements</li> <li>• Differentiated curriculum, planning, tasks and outcomes, where appropriate</li> <li>• In class targeted teacher support</li> </ul>  | <ul style="list-style-type: none"> <li>• In class support for specific subjects or for supporting access/safety</li> </ul> | <ul style="list-style-type: none"> <li>• Advice from health professionals</li> <li>• Risk assessments</li> </ul>  |