

Cavendish Primary School
Special Educational Needs and
Disabilities (SEND) 'Local Offer'



Cavendish Primary School is committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and are committed to ensuring that all children in our care have access to exciting learning opportunities that fully meet their needs. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum.

At Cavendish Primary School we recognise that all children are different and unique, therefore their needs are individual and unique. Early identification and assessment of special educational needs is crucial to providing the best possible educational experience for children.

What is a Special Educational Need or Disability?

Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN. This is based on an Assess-Plan-Do-Review 3 range structure.

Children have a learning difficulty if they:

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

(2014 SEN Code of Practice)

How are Special Educational Needs or Disabilities identified and assessed at Cavendish Primary School?

Initial concerns about a child's progress or development may come from:

- Your child's class teacher expressing concerns that their progress has slowed or stopped or that they are finding learning, or any other area, especially difficult.
- Our rigorous assessment cycle highlighting that a child has not made the progress expected or that they are falling behind other children of their age.
- A health professional such as a GP or Health Visitor following a medical concern or diagnosis.

- Previous Educational settings such as Nurseries or Children’s Centres.
- You, speaking to the class teacher or SENCo about anything that you have noticed at home.
- Your child, expressing concerns about their own development or progress.

Once it has been identified that there may be a Special Educational Need or Disability the class teacher, in consultation with the SENCo, will identify where the need lies and what gaps in learning need to be addressed. From here we will consider what your child’s short term targets should be and what ‘additional provision’ should be put into place to help them to meet their targets. The school will invite you and your child to contribute to this process and will ensure that your views are fully taken into account when considering what provision may be appropriate.

Who should I speak to about my child’s difficulties with learning / Special Educational Needs or Disabilities?

Your child’s class teacher

Is responsible for:

- Monitoring the progress of all children.
- Providing Quality First Teaching that is carefully adapted to the needs of pupils to ensure that all children reach their full potential.
- Identifying, planning and delivering any additional support that may be needed. This might include targeted learning, small group work or a personalised curriculum.
- Discussing any initial concerns with you and highlighting these concerns to the school’s SENCo.
- Writing and evaluating Provision Maps and sharing these with you at least termly.
- Ensuring that they follow the school’s SEND policy.
- Ensuring that any other adults who work with your child in school are aware of their strengths and difficulties. Helping other adults to deliver the planned program to help your child to meet their targets.

*The SENCO - Mrs Christine Burns

Is responsible for:

- Writing the school’s policy for Special Educational Needs and Disabilities.
- Coordinating all of the provision for pupils with Special Educational needs or Disabilities.
- Ensuring that you are:
 - Made aware of any concerns regarding your child’s progress.
 - Involved in supporting your child’s development.
 - Involved in evaluating and reviewing their progress towards set targets.

- Liaising with any other people or agencies who may be coming into school to support your child's development.
- Updating the schools SEND register (a system for ensuring that the needs of pupils with SEND are known.)
- Ensuring that there are in-depth records of your child's needs, targets and progress.
- Providing support to teachers and teaching assistants so that they can help all children to reach their potential.

The Headteacher - Mrs Noreen Dunn

Is responsible for:

- The day to day management of all areas of the school's work including provision for pupils with Special Educational Needs or Disabilities.
- Working closely with the SENCo and class teachers to delegate responsibilities and to ensure that the needs of all children are met.
- Keeping the Governing Body informed of any issues related to SEND.
- Establishing the appropriate staffing and funding arrangements.

The Governing Body

Is responsible for:

- Determining the school's general policy and approach to provision for children with Special Educational Needs and Disabilities, in co-operation with the Headteacher.
- Maintaining an oversight of the school's work with children with Special Educational Needs and Disabilities including knowledge of their progress.

What should I do if I have concerns about my child?

- If you have any concerns about your child's learning or development you should speak to your child's class teacher initially.
- This can be done at parents evening or by telephoning the office on 01274 772175 to make an appointment.
- If you continue to have concerns please ring to make an appointment with the SENCo - Mrs Christine Burns.
- If you are unhappy that your child's needs continue to be unmet please contact the Headteacher.

How will the school let me know if they have any concerns about my child?

- Initially your child's teacher will speak with you either at parents evening or at an arranged meeting to discuss their concerns.
 - They will listen to your views on your child's learning.
 - They will discuss with you any additional support that they feel would benefit your child and will discuss short term targets for the coming term.
- Where further support is needed the SENCo will contact you to review the provision that has been put in place and to gain your views on your child's progress.

- This may involve the implementation of further in-school interventions or
- Discussion about referrals to outside professionals.

We value your partnership in ensuring we provide the appropriate support to meet your child's needs.

What support is available for my child to support their Special Educational Needs or Disabilities?

Quality First Teaching- Class teacher input through specially targeted teaching

- Teachers have high expectations for all learners.
- Teaching is based on in-depth knowledge of a child's strengths and difficulties and builds on what they can already do or understand.
- Teaching is carefully planned to help a child to meet their personalised targets or to fill an identified gap in knowledge or understanding.
- Teaching takes into account a child's preferred way of learning and may include the use of additional equipment.
- The use of specific strategies (possibly identified by the SENCo or outside agencies) to fulfil your child's needs.

Specific small group work

- An intervention run by a teacher or Teaching Assistant which is specially focussed on helping a small group of children to meet their individualised targets.
- May take place in or out of the classroom.
- The adult leading this group will be trained to do so and will have a clear understanding of children's strengths and difficulties.
- Carefully planned to fill an identified gap in knowledge or understanding.
- May include the use of additional equipment and will take into account pupil's preferred learning styles.

Support from 'Outside Agencies'

Where it is felt that a child has additional needs or barriers to learning that cannot be overcome through Quality First Teaching and Specific small group interventions advice may be sought from professional agencies outside of the school.

This might include

- Local Authority Services such as Learning Support Services, Educational Psychologist etc.
- Agencies such as the Speech and Language Therapy Service. (SALT)
- Medical professionals such as the School Nurse.

What would this mean for you and your child?

- Your child will have been identified as having additional needs which the school feels requires more specialist input.
- You will be contacted to discuss your child's needs and will be asked to give your permission for a referral to a specialist professional to go ahead.
- The specialist professional will work with your child to more fully understand their needs and may make recommendations for strategies to meet their needs.
- The school will discuss with you the conclusions and recommendations of the professional and what support/ strategies will be put in place to support your child.

Specified Individual Support

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

What would this mean for you and your child?

- Your child has been identified as needing a high level of individual support.
- Specialist professionals will have been involved in trying to meet your child's needs.
- The school (or you) can apply to the Local Authority for a statutory assessment of your child's needs. This is a legal assessment in which your views and those of professionals who have worked with your child will be considered.
- If the Local Authority agrees that your child's needs are severe and complex enough to need a Statutory Assessment additional information will be gathered and will be used in the writing of an EHC plan.
- You and your child will be asked to contribute to this.
- An EHC plan will have long and short term goals for your child. It will set out the number of hours of support that will be provided by the Local Authority, how this support should be used and what strategies will be used to help your child to meet their goals.
- You will be contacted to discuss a 'personalised budget' for your child's additional provision.
- The EHC plan will be reviewed at an annual meeting in which you and the professionals involved with your child's provision will discuss their progress and set new short term targets.
- If the Local Authority does not agree that your child's needs are severe and complex enough to require a Statutory Assessment then the school will be asked to continue to provide personalised support.

How is additional provision recorded?

The school uses a 'provision map' to show the additional support that is given to all children with Special Educational Needs or Disabilities. This allows us to clearly see what additional provision has been put in place for each child and to identify any gaps that there may be in the provision offered.

Where a child is included in specific small group work they will usually be included in a 'group learning plan' which sets out their learning targets and the additional support that is being put into place to help them to reach their targets.

Where a child's needs are more specific they may have an Individual Education Plan (IEP)

How will my child's progress be assessed and reviewed?

Children's progress will be assessed and reviewed against their personalised targets. Class teachers assess all pupils' progress each term. The SENCo is also responsible for monitoring the progress of all children identified as having Special Educational Needs or Disabilities.

If a child has a Statement of Special Educational Needs and/or an 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:

What 'additional provision' may be offered?

		Range 1	Range 2	Range 3
Communication and Interaction Needs:	Autistic Spectrum Conditions	<p>Assessment</p> <ul style="list-style-type: none">• Part of normal school and class assessments. SENCo may be involved in more specific assessments and observations. <p>Planning</p> <ul style="list-style-type: none">• Normal curriculum plans include individual/group targets.• Parents involved regularly and support targets at home.• Pupil involved in setting and monitoring targets.	<p>Assessment</p> <ul style="list-style-type: none">• As Range 1 plus use of more detailed NC assessment tools e.g. B Squared/PIVATS.• Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none">• Curriculum plans reflect levels of achievement and includes individually focused IEP targets, especially Speech and Language components and PSHCE.	<p>Assessment</p> <ul style="list-style-type: none">• As Range 2 plus more specialised assessment tools. E.g. SCERTs, ABA, TEACCH.• Where appropriate staff and other agencies will offer support as appropriate. <p>Planning</p> <ul style="list-style-type: none">• Whole school understanding of pupil's needs.• Consideration of more specialised planning frameworks. E.G SCERTS, ABA, TEACCH to prepare for the school day.

	Range 1	Range 2	Range 3
	<p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class with specific support for targets which involve communication and interaction. • Opportunities for over-learning basic concepts within a small group. <p>Human resources and staffing</p> <ul style="list-style-type: none"> • Flexible use of resources and staffing available in the classroom. • Support to promote social skills and interactions with peers and over-learning of basic concepts. • Support with recording of work. 	<ul style="list-style-type: none"> • Additional steps taken to involve parents and pupils as appropriate. <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class based, but with some opportunity for small group and individual work to target specific needs involving communication and interaction. • A quiet area within the classroom may be useful for individual work. • An individual table/area within the classroom may be helpful for independent working to offer opportunities for distraction free learning. • Opportunities for one to one support. <p>Human resources and staffing</p> <ul style="list-style-type: none"> • Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. This may also involve some modification to the environment (low stimulus; distraction-free). • Use of support to implement specific materials, approaches and resources as appropriate. E.g. Circle of Friends; Social Stories; Social Stories as needed. • Support from other agencies as appropriate. E.g.. Autism Team (SEN Services), Hub schools, SALT. 	<p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class with targeted support • The need for small group work and one to one to develop individual targets and introduce any new concepts. • Access to a quiet area within the classroom when needed. • 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>Human resources and staffing</p> <ul style="list-style-type: none"> • Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. • Use of support to implement specific materials, approaches and resources as appropriate e.g. Circle of Friends, Socially Speaking, and Social Stories. • Support from other agencies as appropriate. E.g... Autism Team (SEN Services), Hub schools, SALT.

	Range 1	Range 2	Range 3
	<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • Flexibility will be needed in expectations to follow instructions/ record work. • Instructions supported by visual and written clues. • Preparation for any change and the need for clear routines • Reduction of complex language especially when giving instructions. 	<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • Curriculum access will be facilitated by using a structured approach, which may involve: using visual systems or timetables; reducing language for instructions/ information giving. • Teaching strategies should give consideration to difficulties with transfer of skills. • Teaching approaches should take account of difficulties in the understanding of social rules and expectations within the classroom; slow processing of information and organisational issues. 	<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • Curriculum access will be facilitated by using a structured approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom. • One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations. • May need enhanced PSE teaching to ensure skills embedded.

		Range 1	Range 2	Range 3
	Speech, Language and Communication Needs	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. SENCO may be involved in more specific assessment and observations. <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include individual/group targets. • Planning shows opportunities for some small group targeted talk and differentiated questions. • Parents involved regularly and support targets at home. • Pupils involved in setting and monitoring their targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on identified need e.g. listening/ expressive language. • Time limited 1:1 programme based on specific need and any SALT programme as appropriate. • Attention to position in the classroom and acoustics (See Acoustic Toolkit). 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 1 plus use of more detailed NC assessment tools e.g. B Squared /PIVATS. • Involvement of education and health professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement and includes individually focused IEP targets. • Planning shows evidence of increased opportunities for targeted talk and some individually planned questions. • Additional steps taken to engage pupil and parents as appropriate. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support. • Time limited programmes of small group work based on identified need. • On going opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate. • Attention to position in the classroom and acoustics. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus more systematic application of assessment tools. • Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific. • There are targeted opportunities for talk and individually differentiated questions, shown on planning. • Additional steps taken to engage pupil and parents as appropriate e.g. through ICAN materials, parent training or information sessions. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks. • Frequent opportunities for small group work based on identified need. • Daily opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate. • Attention to position in the classroom and acoustics.

	Range 1	Range 2	Range 3

Range 1

- Human Resources/Staffing**
- Main provision by class/subject teacher with advice from SENCO.
 - Additional adults routinely used to support flexible groupings, differentiation and some 1:1.
 - Additional adults actively support pupils by modifying teacher talk and scaffolding responses during introduction and plenary.

- Curriculum & Teaching Methods**
- Increased differentiation by presentation and/or outcome e.g. visual aids, modelling responses, allowing time to answer.
 - Simplify level/pace/amount of teacher talk.
 - High quality use of language modelled by all adults in school.
 - Increased emphasis on identifying and teaching to preferred learning style.
 - Some use of specific group or 1:1 programmes for speaking and listening.
 - Use of Elklan visual strategies eg mind maps, word maps and word games to reinforce understanding of new vocabulary and concepts.

Range 2

- Human Resources/Staffing**
- Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate.
 - Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal.

- Curriculum & Teaching Methods**
- Increasingly individualised programme including modified tasks within an inclusive curriculum.
 - Modify level/pace/amount of teacher talk to pupils' identified need.
 - Teaching methods adapted to suit individual's identified learning style (eg VAK).
 - Opportunities for explanation, clarification and reinforcement of lesson content and language.
 - Individual targets within group programmes and/or 1:1 for speaking and listening.
 - Use of Elklan visual strategies eg mind maps, word maps and word games to reinforce understanding of new vocabulary and concepts.

Range 3

- Human Resources/Staffing**
- 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.

- Curriculum & Teaching Methods**
- Tasks and presentation personalised to pupil's needs.
 - Individualised level/pace/amount of teacher talk.
 - Learning style determines teaching methods.
 - Emphasis on consolidation and lateral progress before introducing new skills.
 - Regular opportunities for explanation, clarification and reinforcement of lesson content and language.
 - Small steps targets within group programmes and/or 1:1 for speaking and listening.
 - Use of Elklan visual strategies eg mind maps, word maps and word games to reinforce understanding of new vocabulary and concepts.

		Range 1	Range 2	Range 3
Cognition and Learning Needs:	Moderate Learning Needs	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments e.g. LD Baseline <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include QFT strategies. • Parents and children involved in monitoring and supporting their targets. <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on identified need e.g. listening/thinking. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from SENCO. • Additional adults routinely used to support flexible groupings and differentiation. 	<p>Assessment</p> <ul style="list-style-type: none"> • SENCO may be involved in more specific assessment and observations e.g. B Squared /PIVATS specific screening tools. • SENCO may seek advice from education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement; progress is tracked via school tracking. • Pupil and parents are involved as above. <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class with enhanced differentiation, regular targeted small group support. • Time limited programmes of small group work based on identified need. • Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. • Advice from LD/EP is reflected in targets. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. • Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated. 	<p>Assessment</p> <ul style="list-style-type: none"> • SENCO takes advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plans and progress are closely monitored by school tracker. • Targets are individualised, short term and specific. • Continued regular engagement of parents. <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks. • Frequent opportunities for small group work based on identified need. • Daily opportunities for 1:1 support focused on specific IEP targets. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. • Additional adult, under the direction of the teacher provides sustained targeted support on an individual/group basis. May include withdrawal, carefully monitored.

	Range 1	Range 2	Range 3	
		<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Differentiation by presentation, activity and/or outcome. • Simplify level/pace/amount of teacher talk. • Emphasis on identifying and teaching gaps highlighted by LD Baseline assessment. • Opportunities for skill reinforcement / revision /transfer and generalisation. 	<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Programme includes differentiated and modified tasks within an inclusive curriculum. • Modify level/pace/amount of teacher talk to pupils' identified need. • Programmes to consist of small achievable steps. • Pre teach concepts and vocabulary • Emphasis on using and applying and generalisation of skills. • Individual targets within group programmes and/or 1:1carefully monitored and reviewed. 	<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Tasks and presentation increasingly individualised and modified in an inclusive curriculum. • Visual cues to support auditory information at all stages of delivery. • Individualised level/pace/amount of teacher talk. • Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within group programmes and/or 1:1.

	Range 1	Range 2	Range 3	
	<p>Specific Learning Difficulties</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. eg LD baseline and teacher observations. <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include QFT. • Parents and children involved in monitoring and supporting their targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on identified need e.g. reading. 	<p>Assessment</p> <ul style="list-style-type: none"> • SENCO uses screening tools (e.g. Madeleine Portwood / Aston Index / Bangor / LUCID COPS / GL assessment etc.) • Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • . Curriculum plan reflects levels of achievement; progress is tracked via school tracking. • Pupil and parents are involved as above. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support. • Time limited programmes of small group work based on identified need. • Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. • Advice from LD/EP is reflected in targets. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus more in depth assessment of specific areas of need. • Senco continues to take advice from education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plans and progress are closely monitored by school tracker. • Targets are multi-sensory, individualised, short term and specific. • Continued regular engagement of parents <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class, with provision for alternative ways of recording. • Frequent opportunities for small group work based on identified need. • Opportunities for 1:1 support focused on specific targets. Identified through assessment, ensuring revision and over learning are incorporated.

	Range 1	Range 2	Range 3
	<p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from SENCO. • Additional adults routinely used to support flexible groupings, differentiation and some 1:1. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Differentiating for the students identified area(s) of weakness. • Cursive Handwriting is introduced as part of a MSL approach. 	<p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Specific multisensory, cumulative, structured programmes to support the acquisition of key literacy cursive handwriting, numeracy and motor skills. • Differentiated curriculum with some modification and alternative recording programmes including ICT if appropriate. • Opportunity for over learning rehearsing and revising. 	<p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. • Additional adult, under the direction of the teacher provides support on differentiated recording tasks. • May include withdrawal, carefully monitored. • Opportunities for reading spelling and writing activities in line with assessment results. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Structured cumulative multisensory programme run on a 1:1 or small group basis as appropriate. • Tasks and presentation increasingly individualised and modified in an inclusive curriculum. • Visual cues to support auditory information at all stages of delivery. • Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within group programmes and/or 1:1.

		Range 1	Range 2	Range 3
Behavioural, Emotional and Social Development:	Behavioural, Social and Emotional Needs	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. SENCO and or NPSLBA trained staff may be involved in more specific assessment and observations. • Pupil self-assessment methods used. • Records kept including observations assessment of context, structured, unstructured times, frequency and triggers. • Risk assessments of difficult times of the school day. • Progress should be a measured change in their behaviour and learning following each review cycle. • Recognition of learning styles and motivational levers. <p>Planning</p> <ul style="list-style-type: none"> • Individualised programme of support related to assessments implemented. Key worker identified. • Parents involved regularly and support targets at home. • Pupils involved in setting and monitoring their targets. • Pupil's response to social/ learning environment informs cycle of IEP/IBP formulation and implementation. 	<p>Assessment</p> <ul style="list-style-type: none"> • As range 1 plus More detailed and targeted observation ie interval sampling. • Use and analysis of assessment tools. • Assessment related to intervention strategy. • Pupil self-assessment extended to inform IEP/IBP. • More detailed recording, monitoring of frequency, intensity, ABCs over a range of contexts. • Wider assessments for learning/other SEN. • Determine engagement of necessary education/ non-education support services possibly leading to CAF. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement and includes individually focused IEP targets eg specific behaviour targets related to assessment: consideration of adapted timetable • Additional steps taken to engage pupil and parents as appropriate. • Identifying non educational input. • Requires effective communication systems enabling all involved to provide consistent support. • CAF processes determine holistic support plan. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus more systematic application of assessment tools. • Involvement of education and non-education professionals as appropriate through CAF processes. <p>Planning</p> <ul style="list-style-type: none"> • Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific. • More frequent involvement of parent/carer to engage pupil. • Access to additional resources are accurately accounted for. • Prevention placement managed through joint school/PRU support programme. • Prevention placements co-ordinated by Secondary Panel. • CAF Multi-agency planning processes specifies contribution of individual services and lead practitioner. Inter-agency communication established and maintained.

	Range 1	Range 2	Range 3
	<p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with attention paid to organisation and pupil groupings. • Opportunities for small group work based on identified need e.g. listening/thinking/social skills. • Time limited mainstream classroom programme of support, which relates to assessments. • Small group work to learn appropriate behaviours and for associated learning difficulties. • Individual programme based on specific need. • A quiet area in the classroom may be useful for individual work. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher staff and resources usually available in the classroom. • Support/advice from SENCO with assessment and planning. • Additional adults routinely used to support flexible groupings, differentiation and some 1:1. • Close monitoring to identify “hotspots” • Support for times identified by risk assessments. • Close liaison and common approach with parents/carers. 	<p>Grouping for Teaching</p> <ul style="list-style-type: none"> • In addition to the provision at range 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets. • Mainstream class with regular targeted small group support. • Time-limited programmes of small group work based on identified need. • On-going opportunities for 1:1 support focused on specific IEP targets. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice and support from SENCO and/or NPSLBA lead as appropriate. • Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. • May include withdrawal • Additional daily support provided within school to support learning and behaviour • Increased parental/carers involvement and multi-agency support services to plan and regularly review IEPs PSP. • Encouragement and inclusion in an extra-curricular activities. • Identification of ‘key worker’ with clear specification of role. 	<p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks. • Frequent opportunities for small group work based on identified need. • Daily opportunities for 1:1 support focused on specific SEBD/learning targets. • PRU prevention placements offers intensive individual and small group support. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. • Daily access to staff in school with experience of SEBD, e.g. behaviour support worker, lead behaviour professional, SENCO. • Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks. • Increased access to a combination of individual, small group and whole class activities.

	Range 1	Range 2	Range 3	
		<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • In class differentiation of the curriculum and supporting materials enabling full access to the curriculum. • Strategies developed shared with school staff, parent/carer. • Increased differentiation by presentation and/or outcome. • Simplify level, pace, amount of teacher talk/ instructions. • Increased emphasis on identifying and teaching to preferred learning style. • Opportunities for skill reinforcement/revision/transfer and generalisation. • Some use of specific group or 1:1 programmes. • Preparation for any change and the need for clear routines. 	<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Modify level/pace/amount of teacher talk to pupils' identified need. • Individual targets within group programmes and/or 1:1. • Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom. • Emphasis on increasing differentiation of activities and materials and take account of individual learning styles. • Short term individual support focusing on listening, concentration, social skills, and solution focused approaches. • Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution. • Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama. 	<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Teaching focuses on both curriculum and SEBD outcomes throughout the school day. • Tasks and presentation personalised to pupil's needs. • Individualised level/pace/ amount of teacher talk. • Learning style determines teaching methods. • 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations. • Small steps targets within group programmes and/or 1:1 work tasks. • Targets are monitored with the pupil daily targets. • Accessing mainstream lessons for most of the time with complimentary access to LSU or other internal support arrangements. • PRU prevention placements.

		Range 1	Range 2	Range 3
Sensory and Physical Needs:	Hearing Impairment	<p>Assessment and Planning</p> <ul style="list-style-type: none"> • Part of school and class assessments. • Normal curriculum plans include individual/group targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class. • Attention to seating, lighting and acoustics. 	<p>Assessment and Planning</p> <ul style="list-style-type: none"> • Part of school and class assessments. • Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to STDC. <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include individual/group targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class. • Attention to seating, lighting and acoustics. 	<p>Assessment and Planning</p> <ul style="list-style-type: none"> • Part of school and class assessments. • May require modification to the presentation of assessments. • Use of speech audiometry and other specialist tools to assess access to spoken language in class. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement and includes individually focused IEP targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class. • Attention to seating, lighting and acoustics. • Opportunities for 1:1 and small group work.

	Range 1	Range 2	Range 3

Range 1

Human Resources/Staffing

- Main provision by class/subject teacher.
- Agreed joint written Advice from CCG and Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management. Advice given by hospital audiologist.

Curriculum & Teaching Methods

- Full inclusion within National Curriculum.

Range 2

Human Resources/ Staffing

- Main provision by class/subject teacher.
- Single piece of work on referral.
- Contact family.
- Visit school:
 - Observe pupil in class
 - Speak to pupil
 - Speech discrimination
 - Gather data on progress
 - Advise staff (class teacher / SENCO)
- Written report circulated to school, family, hospital.
- Additional support if needs change on request from school.

Curriculum & Teaching Methods

- Full inclusion within National Curriculum
- Teaching methods which facilitate access to the curriculum, social/emotional development and class participation.

Range 3

Human Resources/Staffing

- Main provision by class/subject teacher.
- Initial 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)
- Written report circulated to school, family, hospital.
- Annual electroacoustic hearing aid checks.
- Monitoring visit to speak to pupil/SENCO.
- Issue radio aid.
- Monitor radio aid use.
- Up to 6 visits per year from TOD/PIM.
- Possible input from non-education professionals e.g. SALT.

Curriculum & Teaching Methods

- Full inclusion within National Curriculum.
- Possible differentiation by presentation and/or outcome.
- Opportunities for explanation, clarification and reinforcement of lesson content and language.
- Specific interventions for speaking, listening and teaching of phonics.

	Range 1	Range 2	Range 3	
	Visual Impairment	<p>Assessment and Planning</p> <ul style="list-style-type: none"> • School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect. <p>Grouping for Teaching Mainstream class. Attention to seating position in classroom.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Quality First Teaching. • Full inclusion within mainstream class. • Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. 	<p>Assessment and Planning</p> <ul style="list-style-type: none"> • School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class. • Attention to seating position in classroom. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Quality First Teaching. • Full inclusion within mainstream class. • Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. • School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil e.g. oral descriptions of visual materials. 	<p>Assessment and Planning</p> <ul style="list-style-type: none"> • Planning based on current visual performance and prognosis of possible changes. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class. • Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Quality First Teaching • Full inclusion within mainstream class. • Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. • 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.

	Range 1	Range 2	Range 3
	<p>Multi-Sensory Impairment</p>	<p>See HI and VI guidance</p>	<p>See HI and VI guidance</p> <p>Assessment and planning</p> <ul style="list-style-type: none"> • Part of school and class assessments. • Visual and hearing assessments. • Functional sensory assessment. • As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development. • Curriculum plan closely tracks levels of achievement. • IEP targets are individual, short term and specific. • IEP targets jointly formulated and monitored with QTMSI. <p>Grouping for teaching</p> <ul style="list-style-type: none"> • 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>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Significant modification to learning materials and curriculum delivery. • Individual mobility and independence/life skills programmes.

		Range 1	Range 2	Range 3
				Human Resource and Staffing <ul style="list-style-type: none"> • Daily access to individual support, trained to meet the needs of pupils with MSI. • Frequent visits from QTMSI. • Input from mobility/rehabilitation officer. • Input from other educational and non-educational professionals as appropriate. • Need for balanced approach to support and intervention to facilitate social inclusion.
	Physical Difficulties	Assessment <ul style="list-style-type: none"> • Part of settings and Foundation Stage assessments. SENCO may be involved in more specific assessment and observations. • Regular review of personal educational plan. • Pre referral advice from the teaching support service. Planning <ul style="list-style-type: none"> • Settings curriculum plans including individual/group targets. • Parents/carers involved regularly and support targets at home. • Child involved in setting and monitoring their targets. 	Assessment <ul style="list-style-type: none"> • As for range one but with advice from teaching support service and possibly health care professionals. Planning <ul style="list-style-type: none"> • Normal curriculum planning in addition to closely focussed and monitored IEP targets for 10-20% time. 	Assessment <ul style="list-style-type: none"> • For mobility and curriculum access to be carried out by both educational and health colleagues. • May need specialist seating. • May need ICT assessment to aid with future curriculum recording. Planning <ul style="list-style-type: none"> • Curriculum planning now closely linked to IEP targets. • Modified PE/outdoor play curriculum is likely to be needed.

		Range 1	Range 2	Range 3
		<p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class with flexible approach to grouping and or some individual work. • Circle time activities to help build self-esteem. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Pre handwriting assessment and relevant skills practice. • Dressing and undressing skills programme. • Access to gross motor skills assessment. • May need access to basic equipment such as pencil grips, stubby handled paint brush. <p>Resources</p> <ul style="list-style-type: none"> • Main support from foundation stage practitioners with support from SENCO. 	<p>Grouping for teaching</p> <ul style="list-style-type: none"> • Full inclusion within the National Curriculum Guidance for the Foundation Stage through <u>enhanced</u> use of differentiation and group support. • Buddy system. • Circle time activities to help boost self-esteem. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Pre handwriting skills programme. • Dressing and undressing skills programme. • Access to appropriate ICT equipment. • May need specialist seating and or furniture or equipment. <p>Resources</p> <ul style="list-style-type: none"> • Main support from foundation stage practitioners with support from SENCO and or specialist support service when needed. • Input from additional adult to provide targeted support under the direction of teacher. • Some support/supervision may be needed to meet hygiene needs and or outside play and at lunch time. 	<p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream classroom setting. • Small group or one to one adult input to practice skills. • Individual skills based work may need to take place outside the classroom. • Nurture group input may be necessary to help with low self-esteem. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Programme to support pre handwriting and handwriting skills. • Differentiated writing materials and equipment. • Differentiation to PE curriculum. • Dressing and undressing skills programme. • ICT equipment to aid recording and possibly AAC. • Will need specialist seating and or furniture or equipment. <p>Resources</p> <ul style="list-style-type: none"> • Flexible use of classroom support to access curriculum and develop skills in recording. • Training and advice from specialist support service for teaching and support staff.

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