



SEND Policy

- Author: Inclusion Lead/SENCO
- Responsibility / Committee: FGB
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At Castle Primary School, we recognise that many children have a range of Special Educational Needs and Disabilities (SEND) and may have different starting points as they embark on their education journey. We ensure that those children have suitable, supportive and personalised provision to help them achieve individual targets and make progress towards their potential.

Castle Primary School encourages the school community to promote and celebrate high aspirations for all pupils. Through raising the aspirations and expectations of all pupils, including those with SEND, we promote independence, which empowers our pupils and improves their self-esteem. Our Values of Friendship, Courage, Excellence, Respect, Equality, Determination, and Inspiration underpin our ethos and are equally applicable to all pupils. Our aim is to ensure that all our children develop an appreciation of these values as part of their journey through the school in order that they achieve their potential and be prepared for the next stage of their education and beyond.

Castle Primary School provides a focus on outcomes for children, which can be achieved in a variety of ways, not just through additional hours of support. We feel that with early identification, appropriate help, and adaptations to the curriculum we are able to give those children the chance to achieve their potential within an inclusive educational learning environment.

We recognise the importance of relationships and working with the 'team around the child' to ensure needs are met and progress is made. It is our belief that the views of the child and parent(s)/carer(s) are vital ingredients in achieving this objective and strong home-school partnerships are key to future successes. We also have strong links with outside agencies whose advice and support enhances the learning opportunities on offer at Castle Primary School.

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Objectives:

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a "whole pupil, whole school" approach to the management and provision of support for a range of Special Educational Needs and Disabilities.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy.
5. To provide support and advice for all staff working with pupils with SEND.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil is identified with SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Nadine Ricketts – n.ricketts@castle.hants.sch.uk**

They will:

- Work with the headteacher and Inclusion governor Adam Murphy to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education and Health Care Plans (EHCPs)
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support – See appendices 1-4
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The Inclusion governor

The Inclusion governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and Inclusion governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for;

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum conditions, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, cerebral palsy, processing difficulties, epilepsy

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND on the school's SEND register.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with parents and the pupil when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and a copy provided to parents as required.

We will formally notify parents when it is decided that a pupil will receive SEND support and this will be shared via a letter signed by the SENCO and the pupil's class teacher.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. Please see appendices 1-4 for the cycle flow chart for each area of SEN.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services and previous settings, if relevant.

The assessment will be reviewed regularly throughout each academic year.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the primary or secondary school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Castle Primary School prides itself on the professional relationships it has with feeder Early Years Settings as well as the secondary schools it feeds. Working in partnership with parents, we will work closely with all those who know the child well to support transition both in and out of our school and will implement a mutually agreed transition plan designed to support individual needs.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Every teacher in Castle Primary School is a teacher of pupils with SEND.

High quality teaching is our first step in responding to pupils who have SEND. This may be differentiated for individual pupils with adaptations to tasks, resources and level of support.

We have a large, experienced team of support staff who are highly skilled in tailoring their support in class to provide small group provision alongside and under the guidance of the class teacher.

We will also provide the following interventions, either in small groups or on a 1:1 basis:

- Little Wandle Catch Up
- Narrative Therapy
- Attention Autism – Bucket Time
- Time to Talk
- Word Aware
- Phonographics
- 5 Minute boxes – maths and English
- Precision Teaching
- Active Listening for Active Learning
- Paired Reading
- Teach your monster to read
- Teach you monster maths
- Nesy
- Social Stories
- Therapeutic Story Writing
- Yoga and relaxation
- Lego Therapy
- Nurture
- ELSA time with an Emotional Literacy Support Assistant
- Sensory Circuits
- Children's Therapy Resource Pack
- Sign Supported English (SSE)

In addition to these recognised interventions, we also deliver programmes of work written by Physiotherapists, Occupational Therapists, Speech and Language Therapists and outreach service providers such as Primary Behaviour Support, Heathfield, Waterloo and the Specialist Teacher Advisory Service (STAS).

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Teaching process and support – e.g. small group, 1:1, extra processing time, over learning, pre-teaching etc.
- Resources – e.g. visual aids, laptops, manipulatives, coloured overlays, workstations, enlarged font, sensory regulation tools, attention tools etc.
- Task – e.g. differentiating task to ensure progress towards desired outcome
- Environment – e.g. workstation, quiet areas, sensory circuits, seating plans, use of radio aid
- Castle Primary School is recognised as an accessible site with level access throughout the school.

5.8 Additional support for learning

We have over 20 teaching assistants who are trained to deliver interventions such as Little Wandle Phonics Catch Up, Precision Teaching, Sensory Circuits, Therapeutic Story Writing, and Sign Supported English to name but a few.

Teaching assistants will support pupils on a 1:1 basis when their personal care needs require 1:1 support or when a child's needs require such personalised provision that no other pupil would benefit from. Pupils who are allocated additional adult support as part of their EHC Plan are generally supported alongside their peers in small group and whole class situations and only on a 1:1 basis when it is necessary to do so. We believe this approach helps pupils to feel included with their peers, develops their sense of belonging, and improves their self-esteem, confidence and independence, which all accumulate to greater progress towards intended outcomes.

Teaching assistants will support pupils in small groups under the guidance of the class teacher when there are a number of children who would benefit from a similar level of support for developing an identified skill. For example, a group of children may all require over learning of their times tables to aid their mathematical fluency when solving number problems.

5.9 Expertise and training of staff

Our Assistant Head for Inclusion has over 20 years' experience as a SENCO and has worked in specialist provision as well as mainstream settings. She has also worked in the charity sector for children with SEND and their families. She has Masters level qualifications in Inclusion and Diversity in Education, and an MSc in Psychology.

The SENCO is allocated 4.5 days a week to lead SEND provision across the school.

We have a team of 20+ teaching assistants who are trained to deliver SEN provision (numbers vary year on year according to need).

In recent years, staff have been trained to support pupils with a range of learning, emotional, sensory and physical needs, as well as speech, language and communication needs. Using the graduated approach, visiting professionals support our staff to develop their evaluation of strategies in place and support the planning and implementation of the next phase of support a pupil requires. Wherever possible, support staff join professional planning meetings, annual reviews or Team Around the Child (TAC) meetings to help maintain their knowledge and understanding of a pupil's needs, while also contributing their observations of how the pupil is progressing.

5.10 Securing equipment and facilities

We work closely with the Specialist Teacher Advisory Service and the Children's Therapy service to meet the needs of individual pupils. They provide support and guidance on equipment needs. Some equipment is purchased by the school and becomes school property, other pieces of equipment are loaned to school and are returned to the service provider once the pupil leaves or no longer requires it.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term (milestone assessment points throughout the year, Pupil Passport reviews every term – October, January, April)
- Reviewing the impact of interventions after 6-8 weeks (depending on the intervention)

- Monitoring by the SENCO and wider Senior Leadership Team, e.g. Pupil Progress Meetings
- Holding annual reviews for pupils with EHC plans
- Using pupil questionnaires

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trips: Stubbington Study Centre in Year 4, Stone Farm/The Eden Project in Year 5 and Avon Tyrell Activity Centre in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Risk assessments and planned adaptations may be necessary to ensure suitable and successful access. Risk assessments may trigger further discussion with the pupil, their family, supporting adults in school, and on occasions, involved outside agencies to ensure careful consideration is given to making appropriate decisions for the success of the activity.

Castle Primary School is an accessible site with level access at all entry points. The school feeds into a local Secondary School with resourced provision for pupils with Physical Difficulties, often attracting pupils with PD from out of catchment. The school's accessibility plan can be found on the school website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take on roles of responsibility such as be part of the school council, become librarians, friendship buddies, sports leaders, play leaders etc.
- Pupils with SEND are also encouraged to be part of extra-curricular clubs to promote teamwork and friendship building skills.
- Our SENCO and ELSA provide pastoral support alongside the support pupils receive in class
- Pupils may be identified as requiring a planned piece of ELSA work to help them develop a skill to work through or overcome a difficulty experienced
- Pupils may be invited to participate in Nurture Provision – to further help them develop their emotional literacy, self-regulation and social communication skills alongside their peers in an informal yet structured and nurturing environment.
- Pupils may require a 'light touch' intervention which is not planned or long term but is available as and when they require it. For example, supported with separation anxiety at drop off in the mornings.
- We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The school works closely with the following agencies to develop a shared understanding of a pupil's needs and/or provide support for pupils with SEN:

- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists

- Educational Psychologists
- Specialist Teacher Advisory Service Teams – (HI, VI, PD, C&I)
- Primary Behaviour Support
- CAMHS – Child and Adolescent Mental Health Service
- Early Help and Children's Services
- TOPs (Thomas Outreach Project)
- Outreach Providers from Special Schools such as Heathfield, Waterloo and Baycroft

5.15 Complaints about SEND provision

Concerns about SEND provision at Castle Primary School should be made to the class teacher initially and then followed up with the SENCO if not resolved by the class teacher. If the initial concern has not been addressed satisfactorily, parents will be referred to the school's complaints policy, which can be found on the school's website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their child/ren. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Hampshire SENDIAS (Special Educational Needs and Disabilities Information, Advice and Support) provide a service to parents of pupils with SEND. They can be contacted for impartial advice and support - www.hampshiresendiass.co.uk

5.17 Contact details for raising concerns

Any parent who feels that the SEND provision is not appropriate for their child's needs should always discuss their concern with the class teacher and SENCO. If this does not provide a satisfactory solution then a joint discussion should be held with the parents, Head teacher, class teacher and SENCO. If parents' concerns are not resolved, the matter will then be referred to the SEND Governor and this may result in discussion at the next governing body meeting.

For further information, please see Castle Primary School Complaints Procedure Statement, which can be found on the website in key information/Policies.

5.18 The local authority local offer

Our contribution to the local offer is: [Policies | Castle Primary School](#)

Our local authority's local offer is published here: [Home | Hampshire CTSH](#)

6. Monitoring arrangements

This policy and the information report will be reviewed by Nadine Ricketts **every year**. It will be updated if any changes to the information are made during the year. The governing board will approve both the policy and information report.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Admissions
- Behaviour
- Anti-bullying
- Complaints Procedure
- Equality information and objectives
- Hampshire Local Offer – Services for children and young people with SEND
- Keeping Children Safe in Education
- Safeguarding and Child Protection Policy
- Supporting pupils with medical conditions

Key Terms

C&I – Communication and Interaction

DEST/DST – Dyslexia Early Screening Test /Dyslexia Screening Test

EHCP – Educational, Health and Care Plan

ELSA – Emotional Literacy Support Assistant

HCC – Hampshire County Council

HI – Hearing Impairment

LSA – Learning Support Assistant

NFER – National Foundation for Educational Research

PBS – Primary Behaviour Support

PD – Physical Disability

PLP – Personalised Learning Plans (formally known as Individual Education Plans – IEP)

PPG – Pupil Premium Grant

SEN – Special Educational Need

SENCO – Special Educational Need Co-ordinator

SEND – Special Educational Needs and Disabilities

SENDIAS – Special Educational Needs Information, Advice and Support

SNA – Special Educational Needs Assistant

STAS - Specialist Teacher Advisory Service

TA – Teaching Assistant

VI – Visual Impairment

Appendix 1 – Graduated Response to a SEND

SEND – Cognition and Learning

Description of difficulty/Barriers to learning

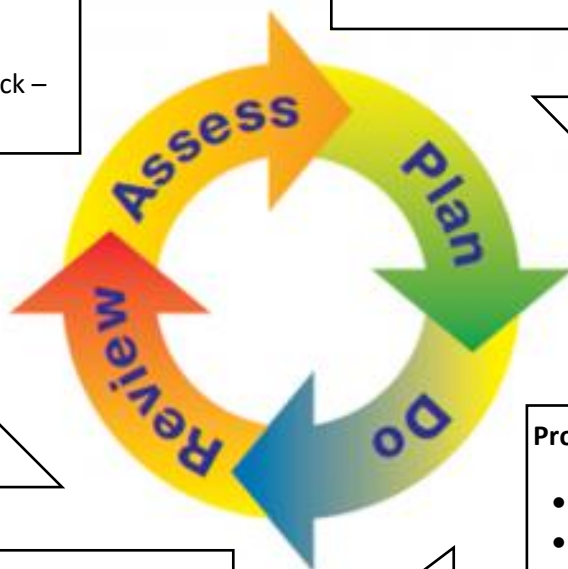
- These children will have difficulty in attainment in aspects of learning as defined by national measures (EYFSP/Phonics Screening/SATS) and despite appropriate interventions (evidenced)
- Their rate of progress is slow and they are working substantially below that expected for children of a similar age
- They may have experienced some delay in the acquisition of language and this is reflected in oral and written communication skills
- They may have specific learning difficulties (SpLD) and/or motor skills delay
- They may have difficulty in understanding concepts, and may exhibit memory and processing difficulties
- They may lack motivation to learn and have a limited concentration span
- They may also be socially and emotionally immature and have limited interpersonal skills, including low self-esteem

Identifying the need:

- Teacher assessment – formative and summative
- Parental concerns
- SENCO observations
- Reading (decoding and comprehension) age scores (e.g. Salford)
- Spelling age scores (e.g. Vernon)
- Maths assessment scores (e.g. Sandwell)
- Children's therapy resource pack – developmental checklist

Planning to meet need:

- Conversation with parents/carers
- Liaising with SENCO
- Planning adaptations to classroom practice (e.g. groupings, adult support, seating arrangements, task design)
- Writing Personalised Learning Plan (PLP)
- Planning interventions
- Pupil Progress Provision Map



Reviewing impact of provision:

- Post intervention assessment - re-assess reading, spelling and maths ages
- Termly PLP review (October, February, June)
- Parent/Teacher Interviews
- Review with SENCO
- Liaison with outside agencies where appropriate
- Pupil Feedback

Provision to meet need:

- TA Deployment
- Direct Teacher Time
- Task designed to meet need, while setting appropriate level of challenge
- Tasks gradually build skills and boost confidence
- Access to appropriate resources
- Interventions timetabled and included on pupil progress provision map

Appendix 2 – Graduated Response to a SEND

SEND – Communication and Interaction

Description of difficulty/Barriers to learning

- These children will have language and communication difficulties which create a barrier to learning and/or impedes the development of social skills and relationship
- Areas of speech, social communication, language, fluency skills are not age appropriate and/or consistent with peers
- The child has disordered/delayed receptive and/or expressive language
- Speech may also be disordered/delayed, so that social interactions are limited and this may result in frustration, stress and/or challenging behaviours
- The child may have difficulty in understanding or expressing emotions, abstract and non-literal language, inference, social interactions all of which could result in ritualistic and/or rigid behaviours
- Any of the above may result in challenging behaviours, school refusal, difficulty in forming relationships, frustration or anxiety.

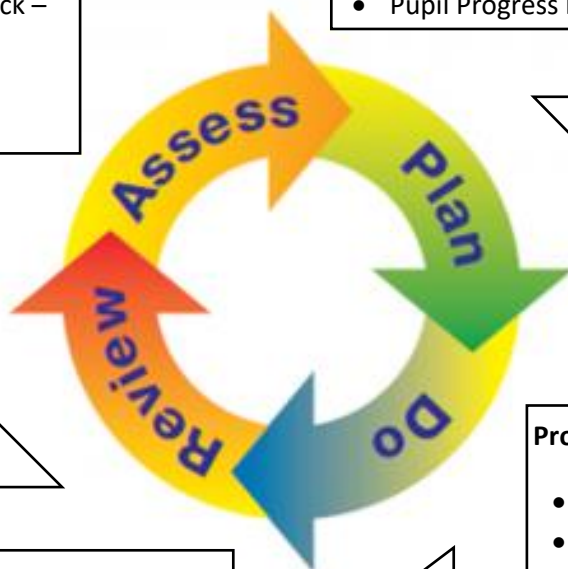
Identifying the need:

- Teacher observations and assessments
- Parental concerns
- SENCO observations
- Strengths and needs observed, recorded and monitored in a variety of situations across the school day
- Contact from SALT
- Children's therapy resource pack – developmental checklist

Planning to meet need:

Evaluation of all information gathered will inform appropriate differentiation and interventions, which will include:

- Conversation with parents/carers
- Liaising with SENCO, SALT or Advisory Teachers
- Planning adjustments to classroom practice (e.g. more visual aids to improve receptive skills, incorporating therapy targets)
- Writing Personalised Learning Plan (PLP)
- Pupil Progress Provision Map



Reviewing impact of provision:

- Post intervention assessment
- Termly PLP review (October, February, June)
- Parent/Teacher Interviews
- Review with SENCO
- Liaison with outside agencies where appropriate e.g. SALT, CAMHS, Specialist Advisory Teachers
- Pupil Feedback

Provision to meet need:

- Direct Teacher Time
- TA Deployment
- Task designed to meet need, while setting appropriate level of challenge
- Tasks gradually build skills and boost confidence
- Access to appropriate resources
- Interventions timetabled and included on pupil progress provision map

Appendix 3 – Graduated Response to a SEND

SEND – Social, Emotional, and Mental Health

Description of difficulty/Barriers to learning

- Where children have social, emotional or mental health difficulties, these may be substantially affect their behaviour and regularly create barriers to their own learning or that of others
- They may experience a range of difficulties in acquiring the social and emotional skills that are necessary to succeed
- Some children may persistently experience these difficulties despite differentiated learning opportunities and the strategies usually employed to promote positive behaviour
- Behaviours manifest over time may include distractibility, failure to make anticipated progress, poor relationships, frustration, non-co-operation, lack of emotional literacy, withdrawal and non-attendance for a variety of reasons
- A number of external factors will need to be considered in relation to the learning environment
- How a child reacts to the learning environment and their relationship with adults and peers are important dimensions.

Identifying the need:

- Teacher observations
- Parental concerns
- SENCO observations
- Strengths and needs observed, recorded and monitored in a variety of situations
- Analysis of ABCC charts
- Assessments - EBD Scales, Boxall, Thrive, Risk Assessments
- Liaison with outside agencies such as Portage Plus, Primary Behaviour Support, CAMHS, School Nursing

Planning to meet need:

Evaluation of all information gathered will inform appropriate differentiation and interventions, which will include:

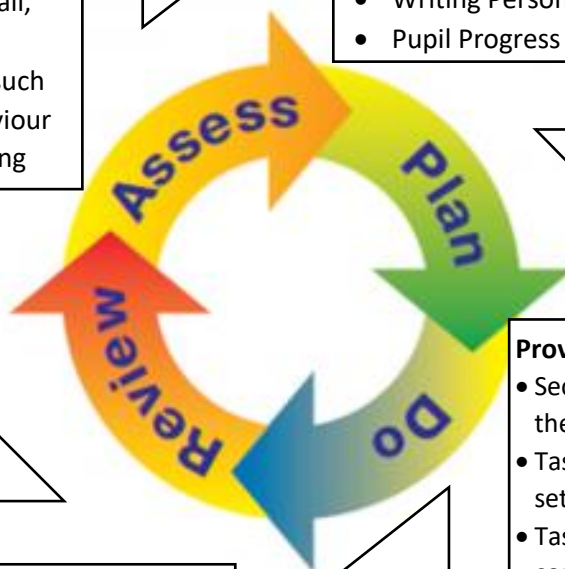
- Conversation with parents/carers
- Liaising with SENCO as well as outside agencies
- Relationships are key to success
- Planning adjustments to classroom practice e.g. visually displayed expectations, feelings check in
- Writing Personalised Learning Plan (PLP)
- Pupil Progress Provision Map

Reviewing impact of provision:

- Post intervention assessment
- Termly PLP review (October, February, June)
- Parent/Teacher Interviews
- Review with SENCO
- Liaison with outside agencies where appropriate e.g. SALT, CAMHS, Specialist Advisory Teachers
- Pupil Feedback

Provision to meet need:

- Secure relationships with all adults in the classroom are key to success
- Task designed to meet need, while setting appropriate level of challenge
- Tasks gradually build skills and boost confidence
- Brain breaks, sensory circuits, fidget toys, wobble cushions, resistance bands on chair, positive exit strategy, safe space
- Access to genuine praise and reward activities
- ELSA and/or Nurture provision
- Personalised timetable
- Interventions timetabled and on pupil progress provision map



Appendix 4 – Graduated Response to a SEND

SEND –Physical Disability and/or Sensory Impairment

Description of difficulty/Barriers to learning

PD - The child has an identified physical disability that causes barriers to learning

PD - The child will need additional adult support to overcome barriers to learning, personal care, and transfers between specialist equipment

HI - The child will have a hearing loss as diagnosed by Health and may or may not wear aids/cochlear implants

HI – They will have difficulties with listening, particularly in adverse listening environments and may have delayed or disordered speech/articulation and language skills, and a poor auditory memory

VI – The child will have a diagnosed visual impairment/condition which results in reduced visual acuity

VI - Additional difficulties such as vision field loss, monocular vision, visual perception difficulties and degenerative eye conditions may also exist

VI – Visual access to the learning environment and tasks will be affected and will often require additional support for PE, school visits or any new experience.

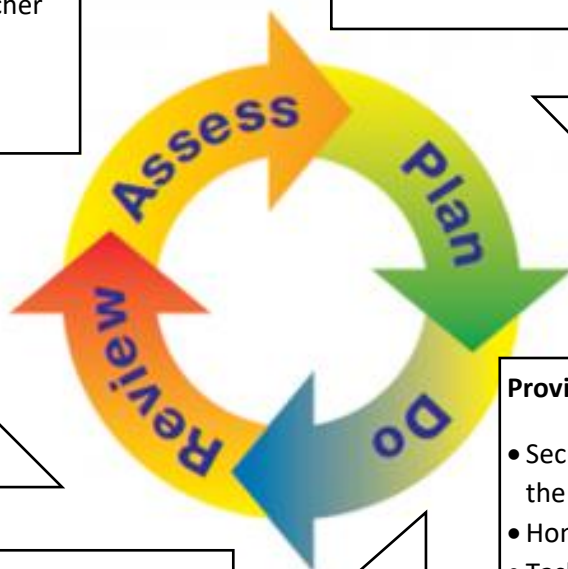
PD, HI and VI – can all cause difficulties with emotional wellbeing and self-esteem

Identifying the need:

- Teacher observations
- Parental concerns
- SENCO observations
- Strengths and needs observed, recorded and monitored in a variety of situations
- Formal sharing of diagnoses by Health Care Professionals (HCPs)
- Liaison with the Specialist Teacher Advisory Teams

Planning to meet need:

- Conversation with parents/carers
- Liaising with SENCO and all involved outside agencies
- Planning adjustments to classroom practice as per advice of outside agencies
- Differentiated access to curriculum
- Writing Personalised Learning Plan (PLP)
- Pupil Progress Provision Map



Reviewing impact of provision:

- Termly PLP review (October, February, June)
- Parent/Teacher Interviews
- Review with SENCO
- Liaison with outside agencies where appropriate e.g. SALT, CAMHS, Specialist Advisory Teachers
- Pupil feedback

Provision to meet need:

- Secure relationships with all adults in the classroom are key to success
- Home/school liaison
- Tasks designed to meet need, while setting appropriate level of challenge
- Tasks gradually build skills and boost confidence
- Learning resources adapted as required
- Specialist equipment used, monitored and reviewed regularly
- ELSA and/or Nurture provision for wellbeing and self-esteem needs