



Special Educational Needs & Disabilities (SEND) Policy

2024-25

Context

This policy due regard to:

- The SEND Code of Practice: 0 to 25 years, July 2014
- Part 3 of the Children and Families Act 2014 and associated regulations

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SENDCO Qualifications: PGCE/QTS (2007) NASENCO (2020) NPQSL (2021)

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This policy will be reviewed annually

Start date: September 2024

Review date: September 2025

Special Educational Needs and Disability (SEND) Policy

This policy is in line with Education South West's Special Educational Needs and Disabilities (SEND) Policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Coordinator (SENDCO). The Governing Body, Headteacher and the SENDCO will work together closely to ensure that this policy is working effectively.

Wynstream Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. Leaders will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to meaningfully participate in the activities of the school, reach their full potential and are able to make successful transfers between different phases of their educational journey.

This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of pupils with SEND. With this as an underlying principle, we believe that:

**All teachers are teachers of Special Educational Needs.
Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.**

Teaching and supporting pupils with SEND is therefore a whole-school responsibility requiring a whole-school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

School Admissions

No pupil will be refused entry to school on the basis of his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Aims and Objectives

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs-led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

The SEND Policy of Wynstream Primary School reflects the principles of the 0-25 SEND Code of Practice (2014). The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met
- To enable pupils with special educational needs to have their needs met
- To take into account the views of the pupils with special educational needs in determining the most appropriate provision for them
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum, for pupils with special educational needs
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process, as outlined in the SEND Code of Practice (2014)
- Develop a culture of inclusion, valuing high quality teaching for all learners, with teachers using a range of effective methods to adapt and differentiate, as appropriate
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family
- Share expertise and good practice across the school and local learning community
- Make efficient and effective use of school resources
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs
- Have regard to guidance detailed by Devon County Council

Identifying and supporting Special Educational Needs & Disabilities

Pupils have special educational needs if they have a learning difficulty or disability which calls for **special education provision** to be made for him/her; namely, provision **which is additional to or different from** that normally available in a carefully planned curriculum. Wynstream Primary School regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught, or simply because of the identification of a neurodiverse condition. This is because high-quality teaching, employing a range of inclusive practices, is often a sufficient means of meeting the learning needs of these pupils.

Wynstream Primary School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

At Wynstream Primary School, the range of approaches and strategies that are deployed to form part of everyday, inclusive practice is referred to as **Ordinarily Available Inclusive Provision (OAIP)** (See Appendix A). Many children who have specific learning needs or neurodivergent profiles will make good progress as a result of accessing strategies within OAIP.

Some children may need more targeted support than this, in which case the school will endeavour to provide **special educational provision**, as defined above. This may take the form of an intervention group or targeted 1:1 support on a specific area of learning. This level of support is officially known as **SEN Support**.

A small number of children will need a higher level of support than this, and may require input from outside, specialist agencies. These children will be in receipt of an **Education, Health and Care Plan (EHCP)**. Further details of the processes involved in the issuing and maintenance of an EHCP is given below.

The school keeps a list of children receiving special educational provision at SEN Support and EHCP levels, informally known as the **SEND Register**. There may be times in a pupil's school career when they are identified as needing special educational provision and they will therefore have their name temporarily added to the SEND Register. This special provision is often for a limited time.

Areas of Special Educational Need

Under the SEND Code of Practice (2014) pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Children with cognition and learning needs may generally learn at a slower pace than other children their age and may have difficulty developing literacy or numeracy skills or understanding or retaining new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (phonological awareness, reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing), while exhibiting age-related (or higher) abilities or attainment in other domains of learning.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health

Social, Emotional and Mental Health needs can include:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment Disorder

Children may experience a wide range of social and emotional difficulties which manifest themselves in diverse ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

It is important to remember that the majority of people are likely to experience difficulties with their mental health at some point in their lives. A child need not necessarily be on the school's SEND Register for provision to be made in order to support their mental health and wellbeing.

Communication and Interaction needs

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN), including speech sound production and understanding spoken language
- Autism spectrum conditions
- Developmental Language Disorder (DLD)

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they have difficulty understanding or using social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Sensory and/or Physical needs

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD)

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) may require additional ongoing support and equipment to access all the opportunities available to their peers.

It is important to remember that many (if not all) people have specific sensory needs, e.g. some require different amounts of certain sensory inputs in order for their sensory systems to become or remain well integrated. This enables better emotional regulation. In itself, having sensory needs is not regarded as a special educational need and reasonable adjustments are made for pupils requiring such sensory inputs during the school day, as part of OAIP.

A Graduated Approach to SEND

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate adaptation within the classroom and a record is kept of OAIP strategies used. This can be then used in later discussions if concerns persist.

How staff identify and support pupils with SEND

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities adapted for individual pupils, as needed. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- be similar to that of peers
- match or better the pupils' previous rate of progress
- close the attainment gap between the pupil and their peers
- prevent the attainment gap growing wider

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs and Disability Coordinator (SENDCO) to assess if a pupil requires special educational provision. Details of assessment tools and materials that may be used in the school can be found in **Appendix B**.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need, any of the following may be evident. The pupil:

- makes little or no progress even when teaching approaches and OAIP are targeted particularly in a pupil's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- shows persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies or relational approaches and which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite individualised behaviour support
- has sensory or physical difficulties and continues to make little or no progress despite the provision of specialist equipment;
- has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriately adapted curriculum and/or visually-based supportive strategies as part of OAIP, and which may impede the development of social relationships and cause a substantial barrier to learning
- has needs that require additional specialist equipment or regular advice or visits by a specialist service

Where a pupil is identified as having SEN, staff will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEN support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – Assess, Plan, Do, Review**.

For the majority of pupils requiring special educational provision, the cycle of Assess, Plan, Do, Review will fit into the regular termly assessment and planning cycle. These rounds of assessment and planning are captured in an individual **Learning Plan**, which outlines SMART targets for each pupil, based on recent assessment and details the provisions that are required in order for these targets to be achieved.

Exit Criteria

When a pupil has made sufficient progress in the identified area of need that they no longer require special educational provision beyond OAIP, they will no longer be seen as requiring SEN Support. At this point, the pupil will be removed from the school's SEND register.

Statutory Assessment of Education, Health and Care Needs

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an **Education, Health and Care (EHC) needs assessment**. The evidence gathered through the regular review of the individual Learning Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required. If, following assessment, it is judged that the pupil requires a level of special provision that is significantly beyond the scope of the resources ordinarily available to the school, an EHC Plan (EHCP) will be issued by the LA's SEND Statutory Team. This plan will detail the child's needs and outline the provisions required for them to be able to make maximum progress.

Where a pupil has an Education Health and Care Plan (EHCP), the LA must review the plan every twelve months as a minimum. Wynstream Primary School will hold annual review meetings on behalf of Devon LA within 12 months of the anniversary date of the EHCP and complete the appropriate paperwork for this process. The LA will then decide whether changes to the plan are needed.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do, Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Supporting Pupils and Families

Staff at Wynstream Primary School value and accept the positive role and contribution parents/carers can make. Staff make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Wynstream Primary School, staff endeavour to support parents/carers so that they are able to:

- feel fully supported and taken seriously should they raise a concern about their child
- recognise and fulfil their responsibilities and play an active and valued role in their child's education
- understand procedures and documentation
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision making process about special educational provision

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including **Devon Information, Advice and Support (DIAS)**: <https://devonias.org.uk/>. Staff at DIAS are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website: www.devon.gov.uk/send. This website provides information about different agencies, services and resources in Devon for children, young people with SEND and their families.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff as Designated Teacher for Children in Care and a Governor for Looked after Children.

The Designated Teacher for Children in Care for 2024-25 is Mr Ben Westley, who also holds the position of SENDCO.

Pupil Voice

Staff recognize the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of a child's learning plan setting and as part of preparation for their annual review meeting, if they have an EHCP. Staff ask pupils to contribute to the setting of their own outcomes when appropriate, e.g. as part of the learning plan target-setting process.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The school's **SEND Information Report** details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is updated at least annually.

Transition

A change of school, class and staff can be an exciting, yet anxious, time for all pupils. Wynstream staff recognise that this can be very challenging for some pupils with SEND. Staff endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Our processes for transition are explained further in **Appendix C**.

Training and Resources

Resources are allocated to support children with identified needs. Each year, provision is mapped to show how the allocation of human resources: this is reviewed regularly and can change during the academic year, responding to the changing needs within specific classes and the wider school. This support may take the form of support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals. Specialist equipment, books or other resources that may help the pupil are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs

All staff at the school engage in regular training sessions around high-quality teaching, OAIP and SEND.

External trainers are brought in periodically to address more specialist training needs

such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.

Peer support and guidance is available daily for all staff in school as some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil. In 2024-25, this will include a regular coaching-style format for peer feedback and development for teaching staff.

Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for an Education, Health and Care needs assessment (see above). If an EHCP is issued, some additional funding will be made available to the school by the LA.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and Care Plan (EHCP). Funding can, on occasion, be made available to parents/carers for them to commission their own provision for their child, under certain conditions. This requires parental discussion with the child's EHCP case coordinator at the LA SEND Statutory Team. If a personal budget is granted, the funds will not be directed to school, as the parent/carer will be organising some or all of the provisions identified in their child's EHCP, rather than the school.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCO, all members of staff have important responsibilities.

Governing Body

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a qualified teacher to be responsible for co-ordinating SEN provision – the SEN coordinator, or SENDCO.

Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCO and the Governor with responsibility for SEND.

SENDCO

In collaboration with the Headteacher and governing body, the SENDCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCO:

- takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies
- provides relevant professional guidance to colleagues with the aim of securing high quality teaching for children with special educational needs
- liaises and collaborates with class teachers so that learning for pupils with SEND is maintained as a high priority
- liaises with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- monitors the impact of interventions provided for pupils with SEND

All Teaching and Non-Teaching Staff

All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.

Class teachers are:

- fully involved in providing high quality teaching, adapted for individual pupils, where needed. This includes reviewing the impact of OAIP strategies to support vulnerable pupils
- responsible for setting suitable learning challenges and facilitating effective OAIP in order to remove potential barriers to learning

Teaching assistants liaise with the class teacher and SENDCO on planning, on pupil response and on progress in order to contribute effectively to high quality teaching.

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

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

Children in Hospital

If a pupil is in hospital for a prolonged period, the Headteacher and/or SENDCO will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. *medical agencies, Hospital School*

SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users and there are disabled toilet facilities.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in “Statutory Policies for schools” (February 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf

Responding to Complaints

In the first instance, parent/carer complaints about the provision or organisation of SEND are dealt with through talking to the class teacher and then to the SENDCO. If difficulties persist, a conversation with the Headteacher can be arranged. If the complaint is not fully resolved parents/carers may follow the complaints procedure as set out in the Complaints Policy and published on the school website.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation. Parents/carers have a right to appeal to a SEND tribunal. Parents are encouraged to seek advice from DIAS around these courses of action.

Appendix A - Ordinarily Available Inclusive Provision (OAIP)

High quality teaching benefits pupils with SEND

The EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact.

- 1 Explicit instruction**
Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.
- 2 Cognitive and metacognitive strategies**
Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.
- 3 Scaffolding**
When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.
- 4 Flexible grouping**
Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.
- 5 Using technology**
Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

SEND abbreviations

There are 4 areas of need in the SEND Code of Practice

C&I: Communication & Interaction

- ASC – Autistic Spectrum Condition *incl* high-functioning autism (previously Aspergers)
- DLD – Developmental Language Disorder
- SLCN – Speech, Language & Communication Needs

C&L: Cognition & Learning

- GD – Global Delay
- SpLD – Specific Learning Difficulties e.g. dyslexia, strong dyslexic traits *NB – formal diagnosis not needed for support, dyscalculia, dysgraphia, dyspraxia (medical diagnosis)*
- MLD – Moderate Learning Difficulties

SEMH: Social, Emotional & Mental Health

- ADD – Attention Deficit Disorder
- ADHD – Attention Deficit Hyperactivity Disorder
- OCD – Obsessive Compulsive Disorder

PS: Physical or Sensory

- HI – Hearing Impairment
- PD – Physical Disability
- SPD – Sensory Processing Disorder
- VI – Visual Impairment

Med - medical needs, e.g. significant individual medical condition impacting learning
 NSA – No statutory assessment (e.g. may be waiting for a referral / on the waiting list)

We plan Ordinarily Available Inclusive Provision (OAIP) to support all learners in the classroom

Cognition & Learning: this can include dyslexia, dyscalculia, dyspraxia, dysgraphia and similar traits; memory & retention needs

What behaviours might I see?

- Difficulties with sequencing or ordering
- Increasingly low self-esteem
- Low levels of resilience with 'difficult' tasks, reading aloud or articulating thought processes
- Limited comprehension and/or vocabulary
- Difficulty with handwriting or *misformed* letter shapes
- 'Dyslexia-type' difficulties; difficulty grasping number concepts
- Reluctant reader, refusal to work, disengagement from learning
- Doesn't write in full sentences
- Difficulty retaining information over time and/or remembering steps during tasks
- Difficulty starting independent tasks and/or completing tasks fully
- High levels of effort not matched by the outcome achieved
- Inability to focus on a task in an age-appropriate way

Main strategies

- ✓ Provide visuals: dual-coding, colour-coding, images to support concepts
- ✓ Pre-teaching and precision teaching of key concepts and knowledge
- ✓ Explicit teaching of key vocabulary: pre-teaching; short topic word-lists; Frayer models
- ✓ Chunking: using short and simple sentences and careful word choice; now & next; whiteboard/post-it mini-tasks; animation to chunk reading
- ✓ Use alternative methods of recording information / supporting sequencing e.g. graphic organisers; dictation *incl* opportunities within home-learning; touch typing
- ✓ Provide handouts: print the DiN & key slides from PPT; photo of notes; laptop
- ✓ Plan tasks which support extra time within class
- ✓ Read questions & texts aloud as standard or offer use of IT (laptop, audiobook)
- ✓ Adapted questioning: hinge-questions, team talk, oracy scaffolds
- ✓ Include planned think-time: cold-calling, inviting responses, writing, reading
- ✓ Check students' understanding: students narrate their response - first/next/finally
- ✓ Provide context to tasks – relate to the world around us where possible
- ✓ Provide success

Physical & Sensory: this can include hearing / visual impairment, multi-sensory needs, colour-blind

What behaviours might I see?

- Hearing impairment & visual impairment:
- Inattentive behaviour – student moving around in their seat, looking around
 - Talking to other students
 - Poor spelling; difficulty reading / decoding
 - Difficulty forming sounds and words
 - Inappropriate volume when speaking
 - Not following instructions
 - Poor visual tracking particularly in busy environments
- Wider sensory behaviours:
- Uniform discrepancies
 - Avoidant behaviours in response to sound, light, movement, heat, smell, fabric
 - Requirement for personal space / misreading personal space
 - Higher levels of fatigue than peers
 - Poor attendance and discernible patterns of absence
 - Sensory seeking behaviours

Main strategies

- ✓ Cue pupils in with name
- ✓ Make sure pupils can see & hear from their seat in the class. Which side is better/worse? Do the windows help or hinder? Are you facing them?
- ✓ Provide copies of texts & print-outs of slides; check font size on printed materials and on whiteboards (From back of classroom)
- ✓ Explicit modelling with key points highlighted on the page or screen
- ✓ Check in with pupils during the lesson to identify any gaps in learning
- ✓ Check individual preferences with pupils and/or their parents e.g. Outcomes from sensory assessments, use of coloured backgrounds etc
- ✓ Accept alternative forms of recording – dictation instead of writing?
- ✓ Provide rest breaks during activities and assessments
- ✓ Offer an alternative venue for assessments and activities – smaller room?
- ✓ Label colours where this is critical for reading a resource, e.g. electrical circuits, maps
- ✓ Promote clutter-free environment, esp around board & front of room

| We plan ordinarily-available provision (O-P) to support all learners in the classroom | |
|---|--|
| Communication & Interaction: social communication needs including autism (ASC) & demand avoidance (PDA) | Communication & Interaction: speech, language & communication needs (SLCN) including DLD & stammering |
| <p>What behaviours might I see?</p> <ul style="list-style-type: none"> Struggles with group work and/or adult directed tasks Prefers to talk to adults or younger children Difficulties making / maintaining friendships; may misjudge social responses Anxiety in busy / unfamiliar places Struggles with unstructured social time, change to routine (planned or unplanned) Low self-esteem Does not understand or use facial expressions or tones of voice May perceive injustice or give literal answers / blunt questions Stimming <i>incl</i> vocal tics, repeated gestures / actions Avoidant eye contact or body language Strong personal interests and difficulty engaging with others' agendas; Obsessive interests May struggle with receptive and expressive language Dysregulation (freeze/fight/flight response) <i>incl</i> non-verbal responses Overly controlling in relationships Masking during school time followed by extreme dysregulation once home at the end of the day <p>Main strategies</p> <ul style="list-style-type: none"> ✓ Have clear consistent routines. Use visual timetables. Use visual prompts for instructions. ✓ Pre-warn children about changes e.g. room changes, planned absence, Unknown visitors; trips; practicals; set new seating plans at the end of the previous lesson ✓ Use social stories to support understanding of human behaviours, feelings, changes to routine and transitions. ✓ Use clear and concise language at all times ✓ Present the plan for the lesson using now & next – create predictability ✓ Cue with name ✓ In-class supervised rest breaks/re-sets, <i>incl</i> during longer tasks / tests ✓ Provide written prompts / instruction cards for group roles ✓ Maintain a calm, tidy, low-stimulus learning environment ✓ Positively phrase corrections / avoid criticism / positive redirection ✓ Provide alternative individual tasks instead of pair/group work; tap into child's personal interests ✓ Use de-escalation strategies, provide time & space, avoid questions to demand a response ✓ Adaptive questioning rephrase 'why' to 'what (what might the writer be...?)' | <p>What behaviours might I see?</p> <ul style="list-style-type: none"> Finds it difficult to listen / short attention span Difficulty in processing instructions esp when there are multiple steps Doesn't start tasks independently; refusal to work; avoidant, disruptive or masking behaviours Asks a friend 'so what are we doing?' Unclear speech, muddled syntax, abstract word choice when tired Reluctant to ask for help Struggles with everyday organisation, including sequencing and/or retelling events in order Misapplies language or misjudges language for situations Struggles with recall of information, inference, comprehension skills Poor or sporadic attendance; possible emotionally-based school non-attendance <p>Main strategies</p> <ul style="list-style-type: none"> ✓ Individual tasks chunked into 1. 2. 3. on post-it/whiteboard ✓ Scaffolded responses with explicit modelling (sentence starters, modelled written sentences) ✓ Visuals and pre-teaching to support new vocabulary <i>incl</i> homophones or similar words (e.g. vocab mats, mind maps) ✓ Language is modelled back ignoring pronunciation / stammer / unclear speech – avoid long speeches or drawing attention to errors ✓ Plan extra time to process information & respond ✓ Accept alternative forms of answers <i>incl</i> mini whiteboard / gap-fills ✓ Prepare sentence starters for written tasks / give choice of answers ✓ Always use the pupil's name to gain attention ✓ Prepare questions in advance to support student responses ✓ Guided reading for decoding, comprehension & inference ✓ Model correct sentences ✓ Check understanding of tasks/explanations – RAG cards/wrist bands, pupil explains ✓ Use of Colourful Semantics approach ✓ Offer a forced choice of alternatives |

| We plan ordinarily-available provision (O-P) to support all learners in the classroom | |
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| Social, emotional & mental health (SEMH): this can include anxiety, depression, etc., insecure attachment profile, trauma | Social, emotional & mental health (SEMH): this can include ADHD, ADD, aspects of OCD, Tourettes |
| <p>What behaviours might I see?</p> <ul style="list-style-type: none"> Sporadic attendance Disengagement in lessons, <i>incl</i> body language or avoidant/ambivalent/disorganised behaviours/unable to stay in the classroom/hiding in a safe or quiet space Self-harm Tearful presentation / Withdrawn 'Stressed' answers / tone / abrupt responses, may be hypervigilant Unexpected responses to topics – easily escalated, easily upset, takes longer to calm Behaviours that disrupt learning of peers Decreasing quality of work – classwork, homework – 'don't care' attitude Sense of distrust towards adults; friendship deterioration; testing reactions from others – constantly seeing if the reaction will change Misreading social situations – others' intent / judging own reactions Difficulty maintaining relationships, including trying to control others Erratic or spontaneous/unexpected behaviour, including seeking to control situations <p>Main strategies</p> <ul style="list-style-type: none"> ✓ Positive thresholding & consistent routines to build warm predictability ✓ Planned de-escalation to reduce conflict, e.g. extra time to remove coat ✓ Seek students getting it right early-on; meaningful & specific recognition ✓ Check any patterns in absence – tests? Active lessons? Reading? Other? ✓ Maintain warmth & sense of liking / valuing the student ✓ Avoid drawing public attention to areas of concern, e.g. attendance ✓ Find a connection & identify with students' interests ✓ Find opportunities to praise ✓ Use a restorative approach ✓ Actively seek to maintain an invisible thread – student interests, asking about the weekend/holidays (don't presume it was good), sports etc ✓ Explicitly show pupil is being kept in mind, e.g. 'I saw this and I thought of you!' etc. ✓ Identify why you want the student in your lesson, at 1:1 level, e.g. as check in at start of learning task ✓ Use of scaling (e.g. 5-point scales, Zones of Regulation) ✓ Give advance warning of questions, new topics or seating changes – time to think, process & raise any queries without fear of criticism ✓ * See wider strategies under relational planning & pre-emptive de-escalation strategies | <p>What behaviours might I see?</p> <ul style="list-style-type: none"> Restlessness & fidgeting; difficult to sit still, impulsivity, racing/overactive mind Fiddling with small items; broken pens Missing equipment & sense of disorganisation Literal responses to questions, calling out, interrupting Difficulty expanding on answers Multiple trains of thought / talking on a tangent Can find it hard to get started May 'zone out', hyperfocus Presentation – extremes (hyper-organised/disorganised) - be aware of overlap with other areas of neurodivergence and mental health needs <p>Main strategies</p> <ul style="list-style-type: none"> ✓ Verbal explanations / instructions are supported visually ✓ Distraction-free environment where possible including seating plan supporting need for movement or to minimise distraction. When hyper-focused, do not interrupt ✓ Support discreet use of fidget tools ✓ Chunk tasks – list, number – to avoid feeling overwhelmed ✓ Encourage brief planning – 3 bullet points to support memory for longer written responses ✓ Use of visual timers ✓ Plan opportunities for unobtrusive movement breaks within class routines, eg, handing out resources, opening the window, etc ✓ Trial wordprocessing – allows students to brain-dump then reorganise ✓ Offer rest-breaks during prolonged responses, plus extra time ✓ Praise – recognise strong answers, use work as example for visualiser ✓ Pre-teach new topics – YouTube clip, Knowledge Organiser work, mind maps ✓ Set explicit revision tasks – don't expect pupils to automatically infer ✓ Support responses on whiteboards/post-its to reduce shouting out |

Appendix B - Assessment Tools

- Teacher assessments, standardized tests
- Phonics screening assessments and practice assessments in Year 1 and Year 2
- Key Stage 2 phonics placement assessment
- Reading assessment
- Phonology assessment
- Spelling assessment
- Assessment by Educational Psychologist (in exceptional circumstances)
- Speech and/or language screener assessment
- Speech and Language Therapy assessment
- Occupational Therapy or Physiotherapy assessment
- Strengths and Difficulties Questionnaires (SDQs)
- Visual Stress Assessment

Appendix C - Overview of Transition Arrangements

| | Pre-admission- Nursery/ preschool to Foundation | Year to Year transition and In-year admissions | Transition from school to Year 7 or to new primary school. |
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| Transition support for all pupils | Stay and Play sessions Parent meetings Teachers visit feeder settings | Class teacher visit class they are receiving Teacher/teacher meeting Visits to class Parents have coffee and meet new teachers Transition Progress Dialogue meetings with current and receiving teachers Transition discussions between teachers | Secondary teachers visit year 6 classes Pupils complete induction programmes at secondary schools Programmes (art, history, PE, visiting author) offered throughout the year at partner secondary schools |
| Additional transition support for pupils with SEN | Other services involved -more visits starting earlier -meetings accompanied visit (eg with pre-school staff) Nursery Plus transition plans Wynstream staff attend TAF meetings with Nursery staff | SEN transition meetings to share plans between current and receiving class teachers TA support (deployment) Social, emotional support groups Transition book Multi-agency planning meeting with transition focus Class SEND information passed on | Primary SENDCO meets with secondary SENDCO to set up additional visits Multi-agency planning meeting with transition focus, where appropriate Invite secondary school SENDCO to annual review meetings, TAF meetings and person-centred planning meetings in spring/summer term |

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| Individual transition support for pupils with complex / specific needs. | Phased admission Pastoral Support Plan meeting Liaison with previous school/setting EP involvement Advisory Teacher involvement Meeting with SENDCO and/or safeguarding lead as appropriate | Parent meeting with School SENDCO Class teacher meeting with school SENDCO Children with EHCP meet key adults Multi-agency TAF meeting within the first half term Safeguarding lead will meet receiving teacher if appropriate | Regular visits throughout the year to setting. Individual arrangements for children with EHC plans. Advice from EP and advisory teachers sought Sharing information about vulnerable groups in transition meeting with secondary schools |
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