



# Wath C of E Primary School

## Special Educational Needs and Disabilities Information Report



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Reviewed:	October 2020
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## Wath C of E Primary School - SEND Information Report

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Website	<a href="http://www.wathcofe.co.uk/">http://www.wathcofe.co.uk/</a>
AGE GROUP	3-11 years old
Numbers on Roll	440
Number on SEN Register	65
Number with EHCP	9
SENDCo / Co-ordinator	<i>Lindsey Sandberg</i>
Lead Governor for SEND	Alison Jacques
LINK TO CURRENT SEND Policy:	<a href="#">JMAT SEND Policy</a>
Link to local offer	<a href="http://rotherhamsendlocaloffer.org/">http://rotherhamsendlocaloffer.org/</a>

Welcome to our SEND Information Report which is part of the Rotherham Local Offer for learners with Special Educational Needs and Disabilities. This Local Offer has been produced by the Local Authority in collaboration with Rotherham schools.



If your child has a special educational need and/or a disability and you would like to know more about what we offer at Wath C of E School, please contact Mrs Sandberg who is the Special Educational Needs and Disabilities Coordinator (SENDCo).

### **What are Special Educational Needs?**

A child has special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age.

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

So special educational needs could mean that a child has:

- learning difficulties – in acquiring basic skills in school
- emotional and behavioural difficulties – making friends or relating to adults or behaving properly in school
- specific learning difficulty – with reading, writing, number work or understanding information
- sensory or physical needs - such as hearing or visual impairment, which might affect them in school
- communication problems – in expressing themselves or understanding what others are saying
- medical or health conditions – which may slow down a child's progress and/or involves treatment that affects his or her education.

Children make progress at different rates and have different ways in which they learn best. Teachers take account of this in the way they organise their lessons and teach. Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them succeed.

You should not assume, just because your child is making slower progress than you expected or the teachers are providing different support, help or activities in class, that your child has special educational needs as this may not be the case.

If your child has more difficulties than most children their age, with aspects of their learning, communication or behaviour, then they are likely to benefit from additional support in school which will enable them to access the curriculum at their level. Within school, this means that

they will be identified on the school's Inclusion Register so that provision to meet their needs can be planned for.

Sometimes parents/carers are concerned about their child being added to this register; please do not be. It is simply a record of which children require additional support and allows the Special Educational Needs Co-ordinator to ensure that resources are allocated appropriately and to enable support to be sought for your child from additional outside agencies, such as a Learning Support Teacher, Speech & Language Therapist or Educational Psychologist. As children progress, they may be taken off of the register at a point when their needs no longer require additional support.

Children are not seen as having a learning difficulty because they speak a different language at home to that used at school.

### **What is a disability?**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal, day to day activities.

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.

### **What kinds of SEND do we provide for?**

There are four broad categories of SEND:

- **Communication and interaction** (such as autism spectrum and speech and language difficulties)
- **Cognition and learning** (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- **Social, emotional and mental health** (such as attachment disorders, emotional difficulties, mental health difficulties)
- **Physical and sensory** (such as hearing or vision impaired)

Wath C of E Primary School is a mainstream school with experience of supporting pupils with a range of differing needs including learning difficulties, emotional, behavioural and social difficulties, physical difficulties, sensory impairments, speech, language and communication difficulties, autistic spectrum disorder, medical difficulties and other difficulties or disabilities.

All of the teachers in our school are teachers of children with special educational needs. Subsequently we adopt a 'whole school approach' involving all staff adhering to a model of quality teaching and learning for all children.

The staff of the school are committed to identifying and providing for the needs of all children in an inclusive environment. Inclusion is regarded as crucial and held in high regard throughout

school. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods only when specialist provision cannot be incorporated in any other way due to practical considerations for the child and the class as a whole.

### **How do we identify and assess the needs of pupils with SEND?**

Children with SEND are identified by one of three assessment routes all of which are part of the graduated response to assessing, identifying and providing for pupils' special educational needs:

1. The progress of every child is monitored at regular pupil progress meetings against nationally set criteria. Where children are identified as not making progress, in spite of quality first teaching, they are discussed with the SENDCo and parents and a plan of action is agreed with the teacher.
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - 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

If a child fails to make expected progress, the next stage would be to move to the use of school intervention and / or outside agency involvement for the identification, assessment and recording of children's learning difficulties. This will result in the child being placed on the school's Inclusion Register at SEND Support.

The SENDCo and / or outside agency may need to undertake a range of observations and/or assessments with the child. These will help school in deciding what support to put in place for the child. Targets will then be discussed with parents and teacher and then put in place for the child.

Although school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. School can refer to some professionals such as Child and Adolescent Mental Health Service but in some cases parents may be advised to contact their GP if they think their child may have an underlying medical condition or disability.

### **What is our approach to teaching pupils with SEND and how do we evaluate the effectiveness of the provision?**

Class teachers have responsibility for enabling all pupils to learn. To achieve this they:

- Plan appropriate work/activities for pupils
- Ensure support is available for all children (inclusive quality first teaching)

- Differentiate the curriculum to take account of different learning styles, interests, abilities
- Ensure that all children can be included in tasks/activities
- Monitor individual progress
- Celebrate achievement
- Identify those children who need additional support or different support in order to make progress
- Set targets and discuss these with parents and pupils

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Teaching Assistant (TA). Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

Teaching assistants have responsibility to support teachers in enabling all children to learn:

- Through quality first teaching, support the teachers in enabling all children to have full participation
- Enabling children with SEND to have access to an appropriate curriculum
- Encouraging and promoting independence
- Liaising with the class teacher
- Help to prepare resources and adapt materials
- Lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of school life

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their targets, but without developing a learned dependence on an adult.

Wath C of E has a range of interventions available which are listed on a provision map. Intervention is additional to or different from the usual differentiated curriculum. It can take the form of:

- Using different learning materials in the classroom
- Making reasonable adjustments to the physical environment
- Support staff in the classroom
- A focused level of support in a small group
- Focussed work to be completed at home

Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENDCo who monitors overall progress after the intervention.

- Interventions are usually planned termly
- At the end of each term, children's progress towards their targets is assessed and recorded

- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

Review meetings are held for each child throughout the school year where teachers, parents, SENDCo and external agencies can identify what is working well for a child. Most children will have a review meeting towards the end of each term but some children may need these more or less frequently.

## **What adaptations are made to the curriculum and the learning environment for pupils with SEND?**

Wath C of E School aims to be a wheelchair friendly school. The school is not all on one level with step access to many areas. All areas in school can be accessed with avoidance of steps except movement to the hall from inside school and lift access is available at this point. Majority of the corridors are wide and there are two toilets suitable for wheelchair users. Where possible, changes are made to the environment/building when necessary for children with additional needs.

Our classrooms are inclusion-friendly and teachers are encouraged to teach in a way that supports children with a range of needs. We take advice from professionals in how to adapt our curriculum and learning environment for children with SEND. Being taught in the classroom enables them to access the full curriculum at their level through differentiation, supporting their learning alongside the class teacher and with the rest of the class, and by using a range of visual, tactile and concrete resources. Sometimes children benefit from individual and/or small group work to address specific skills to enable them to access the curriculum more fully. This happens outside of the classroom in one of our rooms where it is quieter and less distracting.

All children are encouraged to talk about how they feel about their learning and their progress and are encouraged to 'have a go' and to take charge of their own learning. The rest of the class are encouraged to be supportive to all by encouraging and helping each other to tackle tasks.

There is flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach. When required curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have learning difficulties.

## **Who might be involved in supporting my child? How is professional expertise secured?**

### **Teachers and Teaching Assistants (TAs)**

Our team of TAs work within class supporting all children. This extra support in class enables us to offer small group support to those children with higher levels of need at School Support. This support can be either through the Teaching Assistant or the class teacher. Where it is required some children receive 1:1 support either in class or for short periods of time out of class.

Intervention groups include a wide range of intervention programmes including social skills and language groups, programmes for supporting reading, writing and maths development, handwriting programmes and fine and gross motor skills groups.

### **Pupil Well-being Manager**



Therese Winstanley is our Pupil Well-being Manager and Learning Mentor. She provides good liaison between home and school and supports all classes in helping children throughout school to help them feel safe, happy, secure and ready to learn. Mrs Winstanley works within classes and in one of our nurture rooms (Butterfly Room) and will work either 1-1 or with small groups of children. Mrs Winstanley also provides support for children at unstructured times such as at the beginning or end of the day, breakfast club, playtimes and dinner times.

### **Parent Support Adviser**



Deborah Whelan is our Parent Support Adviser. She runs drop-in sessions for parents and works with identified parents and their children on individual issues, as well as being a lead person for safeguarding across the school. She can also help complete forms with parents to identify needs and access additional services.

### **External Support Agencies**

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

- **Attendance Consultant – Sue Horton**  
The school receives regular visits from the JMAT attendance consultant and concerns about attendance or punctuality are followed up very quickly.

- **Educational Psychologist –Jonathan Middleton**  
The Educational Psychologist has a set amount of time which they can give to the school and they work with the SENDCo to prioritise the children to be seen for observations and assessments each term to the best way forward in supporting these children.
- **MIND Councillor – Cat Seymour**  
In supporting children’s social emotional and mental health Angela delivers weekly sessions with some children.
- **Learning Support Service Teacher – Alison Brake**  
The school may seek advice from Rotherham’s specialist advisory teaching services for children with learning difficulties.  
This service also includes  
**Autism Communication Team – Andrea Barlow**  
This is specialist advice and support for children diagnosed with autism spectrum disorder.  
**Aspire Outreach– Adam Taylor/Jessica Broadbent**  
Specialist advice and support for children with behavioural, emotional and social difficulties.  
**Hearing Impaired Service – Andrea Wilson**  
Specialist advice and support for children with hearing impairment  
**Visually Impaired Service**  
Specialist advice and support for children with visual impairment

All of these agencies liaise with parents to explain their involvement with the children.

### **Links with Health Services, Educational Welfare Services and Voluntary Organisations**

The School Nurse and Health Visiting Team are always at the end of the phone to offer advice and information whenever needed.

The school buys into a speech and language traded service which means that our own speech and language therapist **Rebecca Whitehouse** is in school for a whole day once a fortnight. This traded service allows school to identify need and support children quickly. Referrals may also be made to the Speech and Language Therapy Clinic Team but may result in children being put on a waiting list for assessment. In this period the school can use the traded service to support children.

### **What expertise and training do staff have, in meeting pupils' SEND and supporting their families?**

All teachers are trained to work with children with SEND and all have access to advice, information, resources and training to enable them to teach all children effectively. All of our staff are given training in school on specific themes and access courses when needed. Some of our teachers and TAs have expertise and training in other areas e.g. understanding and working with children with autism, downs syndrome, speech and language. Where a specific intervention is required for a child, training is sought. The school buys services such as the Learning Support Service, Educational Psychology and Speech and Language Service and professionals from these services help support staff through training and advice. The school’s Learning Mentor has received training around helping children with a range of behaviour, social and emotional difficulties including bereavement. The school has a qualified and experienced

parent support advisor who holds a level 3 qualification in working with parents, level 4 in working with families with multiple and complex needs and is a licensed practitioner for family links and a graded care profile practitioner. The school's SENDCo holds a Post Graduate Certificate in Special Educational Needs Coordination, an MSc in Leadership and Management in Education and is a Specialist Leader in Education for Special Educational Needs and Disabilities. Our school is committed to providing outstanding early help for our children and families.

### **How do we ensure equal access to activities for all of our pupils?**

All children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children. Class trips and residential are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip or residential because of SEN, disability or medical needs.

### **What support is available for improving pupils' emotional and social development?**

All classes in school follow a scheme of work for 'Personal Social and Emotional education'. If the child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers social skills interventions. These are usually delivered by our trained Pupil Well-being Manager **Therese Winstanley** who develops good, trusting relationships with the children. In addition to this the school also buys MIND counselling services and our councillor **Cat Seymour** delivers weekly counselling sessions to some children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school. All groups including SEND are represented in school councils.

### **How do we involve families with their child's additional education needs?**

Parents are always welcomed into the school and are a highly valued group of people. We have good and informative relationships with all of our parents and recognise the value of parent's knowledge of their children and will seek to use that information in planning support for pupils.

If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress.

For children on the SEND register review meetings are held with parents, class teacher, SENDCo and sometimes external agencies throughout the school year and usually termly. Other informal meetings may be scheduled at other times throughout the year and parents are welcome to seek advice and support about their child at any pre-arranged time.

Throughout all stages of support, as parents/carers, you are kept informed. The SENDCo will contact you to discuss referrals to outside agencies, such as the Speech & Language Therapy, Educational Psychology etc. and your permission is always sought before any referral is made.

Please discuss any concerns that you may have about your child's progress initially with the Class Teacher, although you can also make an appointment to meet with the SENDCo directly.

The **Special Educational Needs and Disability Information, Advice and Support Service** (SENDIASS) formally known as **Parent Partnership** is available to all parents of pupils with special educational needs. Parents of any pupil identified with SEND may contact them for independent support and advice. Click here to visit their website.

<http://www.rotherhamsendiass.org.uk/>

### **What arrangements are in place for consulting pupils with SEND and involving them in their learning?**

We encourage all pupils to be actively involved in their learning, and staff are committed to working in partnership with children and their families to set appropriate learning goals. We seek to ascertain the child's strengths, difficulties, preferred learning styles and aspirations.

**Pupil's voices** /opinions are heard through children completing termly self-evaluation forms and being part of the termly review meeting. When appropriate some pupils views are also captured on a one –page profile.

### **What are our arrangements for supporting pupils moving between phases of education?**

#### *Transition into and within school*

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from pre-school or Foundation 1 - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visit to the classroom environment so children feel familiar with the setting
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story

Transition arrangements are tailored to meet individual needs.

#### *Transition to Secondary School*

The secondary school SENDCo is invited to all 3 termly reviews for children in Year 6 alongside parents, the child and any external agencies required. Additional transition arrangements are made at these reviews and can include extra visits.

**What arrangements are in place for handling complaints from parents of children with SEND about the provision made at school?**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

## Summary of Services/Support at Wath C of E Primary School

		Universal Provision	Targeted Support	Individualised Support
Communication and Interaction Needs	Autism Spectrum	<ul style="list-style-type: none"> <li>- Quality 1<sup>st</sup> teaching to include differentiation and personal interests and school routines</li> <li>-ACT training for all staff</li> <li>-Visual timetables</li> </ul>	<ul style="list-style-type: none"> <li>-Personalised motivational strategies</li> <li>- ACT advice strategies</li> <li>-1-1 or group work on personal targets</li> <li>- Sensory questionnaires and sensory breaks/aids</li> </ul>	<ul style="list-style-type: none"> <li>-1-1adult support on personal targets</li> <li>-Personalised motivational strategies</li> <li>- ACT advice strategies</li> <li>- Sensory questionnaires and sensory breaks/aids</li> </ul>
	Speech, Language and Communication Needs	<ul style="list-style-type: none"> <li>- Quality 1<sup>st</sup> teaching to include differentiation and speaking and listening opportunities such as talk partners</li> <li>-Access to advice and support from school based speech therapist</li> </ul>	<ul style="list-style-type: none"> <li>-Speech and language therapy delivered by a trained teaching assistant at least 3 times a week</li> <li>-Access to advice and support from school based speech therapist</li> <li>--Small group speaking and listening groups eg. Talk Boost, Time to Talk and socially speaking</li> </ul>	<ul style="list-style-type: none"> <li>-Speech and language therapy delivered by a trained teaching assistant at least 3 times a week</li> <li>-Access to advice and support from school based speech therapist</li> <li>--Small group speaking and listening groups eg. Talk Boost, Time to Talk and socially speaking</li> </ul>
Cognition and Learning Needs	Moderate Learning Needs	<ul style="list-style-type: none"> <li>-Quality 1<sup>st</sup> teaching with appropriate differentiation</li> <li>- Group interventions</li> </ul>	<ul style="list-style-type: none"> <li>-Learning support service or educational psychologist advice, support and individual target setting</li> <li>-1-1 or group teacher or teaching assistant support with targets</li> </ul>	<ul style="list-style-type: none"> <li>- Learning support service or educational psychologist advice, support and target setting</li> <li>-1-1 teacher or teaching assistant support with individual targets</li> </ul>
	Specific Learning Difficulties	<ul style="list-style-type: none"> <li>-Quality 1<sup>st</sup> teaching with appropriate differentiation</li> <li>- Group interventions</li> </ul>	<ul style="list-style-type: none"> <li>-Learning support service or educational psychologist advice, support and target setting</li> <li>-1-1 or group teacher or teaching assistant support with targets</li> <li>-Access to apply to READ</li> </ul>	<ul style="list-style-type: none"> <li>-Learning support service or educational psychologist advice, support and target setting</li> <li>-1-1 teacher or teaching assistant support with targets</li> </ul>
Social, Emotional and Mental Health Needs	Social Needs	<ul style="list-style-type: none"> <li>-Quality 1<sup>st</sup> teaching especially in PSHE, SEAL and circle time</li> <li>- Learning Mentor Support</li> <li>-MIND counselling</li> <li>-Educational psychologist advice,</li> </ul>	<ul style="list-style-type: none"> <li>-Quality 1<sup>st</sup> teaching especially in PSHE, SEAL and circle time</li> <li>- Learning Mentor Support</li> <li>-MIND counselling</li> <li>-Educational psychologist advice, support and target setting</li> <li>-Aspire Outreach</li> </ul>	<ul style="list-style-type: none"> <li>-Quality 1<sup>st</sup> teaching especially in PSHE, SEAL and circle time</li> <li>- Learning Mentor Support</li> <li>-MIND counselling</li> <li>-Educational psychologist advice, support and target setting</li> <li>-Aspire Outreach</li> </ul>
	Emotional Needs	<ul style="list-style-type: none"> <li>-Quality 1<sup>st</sup> teaching especially in PSHE, SEAL and circle time</li> </ul>	<ul style="list-style-type: none"> <li>-Quality 1<sup>st</sup> teaching especially in PSHE, SEAL and circle time</li> <li>- Learning Mentor Support</li> </ul>	<ul style="list-style-type: none"> <li>-Quality 1<sup>st</sup> teaching especially in PSHE, SEAL and circle time</li> <li>- Learning Mentor Support</li> </ul>

		<ul style="list-style-type: none"> <li>- Learning Mentor Support</li> <li>-MIND counselling</li> <li>-Educational psychologist advice, -Aspire Outreach</li> </ul>	<ul style="list-style-type: none"> <li>-MIND counselling</li> <li>-Educational psychologist advice, support and target setting</li> <li>-Aspire Outreach</li> </ul>	<ul style="list-style-type: none"> <li>-MIND counselling</li> <li>-Educational psychologist advice, support and target setting</li> <li>-Aspire Outreach</li> </ul>
	<b>Mental Health Needs</b>	<ul style="list-style-type: none"> <li>-Quality 1<sup>st</sup> teaching especially in PSHE, SEAL and circle time</li> <li>- Learning Mentor Support</li> <li>-MIND counselling</li> <li>-Educational psychologist advice, -Aspire Outreach</li> </ul>	<ul style="list-style-type: none"> <li>-Quality 1<sup>st</sup> teaching especially in PSHE, SEAL and circle time</li> <li>- Learning Mentor Support</li> <li>-MIND counselling</li> <li>-Educational psychologist advice, support and target setting</li> <li>-Aspire Outreach</li> </ul>	<ul style="list-style-type: none"> <li>-Quality 1<sup>st</sup> teaching especially in PSHE, SEAL and circle time</li> <li>- Learning Mentor Support</li> <li>-MIND counselling</li> <li>-Educational psychologist advice, support and target setting</li> <li>-Aspire Outreach</li> </ul>
<b>Sensory and Physical Needs</b>	<b>Hearing Impairment Needs</b>	<ul style="list-style-type: none"> <li>-Early identification and testing with HIS</li> <li>-HIS advice with classroom approaches and adaptations</li> <li>- resources to support</li> </ul>	<ul style="list-style-type: none"> <li>-HIS advice with classroom approaches and adaptations</li> <li>- resources to support</li> <li>-Individual or group targets with teacher or teaching assistant</li> </ul>	<ul style="list-style-type: none"> <li>-HIS advice with classroom approaches and adaptations</li> <li>- resources to support</li> <li>-Individual targets with teacher or teaching assistant</li> </ul>
	<b>Visual Impairment Needs</b>	<ul style="list-style-type: none"> <li>-Early identification and testing with VIS</li> <li>-VIS advice with classroom approaches and adaptations</li> <li>-resources to support</li> </ul>	<ul style="list-style-type: none"> <li>-VIS advice with classroom approaches and adaptations</li> <li>-resources to support</li> <li>-Individual or group targets with teacher or teaching assistant</li> </ul>	<ul style="list-style-type: none"> <li>-VIS advice with classroom approaches and adaptations</li> <li>-resources to support</li> <li>-Individual targets with teacher or teaching assistant</li> </ul>
	<b>Multi-Sensory Impairment Needs</b>	<ul style="list-style-type: none"> <li>-Early identification</li> <li>- school/classroom adaptations</li> <li>-flexibility in routines</li> <li>-resources to support</li> </ul>	<ul style="list-style-type: none"> <li>- school/classroom adaptations</li> <li>-flexibility in routines</li> <li>-resources to support</li> </ul>	<ul style="list-style-type: none"> <li>- school/classroom adaptations</li> <li>-flexibility in routines</li> <li>-resources to support</li> </ul>
<b>Physical and Medical Needs</b>	<b>Physical Needs</b>	<ul style="list-style-type: none"> <li>-classroom/ school environment adaptations</li> <li>-learning mentor support</li> <li>-MIND counselling</li> <li>-Differentiated PE lessons</li> <li>-Group or individual interventions such as handwriting or gross motor coordination</li> <li>- Resources to support</li> </ul>	<ul style="list-style-type: none"> <li>-classroom/ school environment adaptations</li> <li>-learning mentor support</li> <li>-MIND counselling</li> <li>-Differentiated PE lessons</li> <li>-Group or individual interventions such as handwriting or gross motor coordination</li> <li>- Resources to support</li> </ul>	<ul style="list-style-type: none"> <li>-classroom/ school environment adaptations</li> <li>-learning mentor support</li> <li>-MIND counselling</li> <li>-Differentiated PE lessons</li> <li>-Group or individual interventions such as handwriting or gross motor coordination</li> <li>- Resources to support</li> </ul>
	<b>Medical Needs</b>	<ul style="list-style-type: none"> <li>-Health care plan</li> <li>-trained staffing</li> <li>-classroom/ school environment adaptations</li> <li>-learning mentor support</li> <li>-MIND counselling</li> </ul>	<ul style="list-style-type: none"> <li>-Health care plan</li> <li>-trained staffing</li> <li>-classroom/ school environment adaptations</li> <li>-learning mentor support</li> <li>-MIND counselling</li> </ul>	<ul style="list-style-type: none"> <li>-Health care plan</li> <li>-trained staffing</li> <li>-classroom/ school environment adaptations</li> <li>-learning mentor support</li> <li>-MIND counselling</li> </ul>

Type of Support	Details
Whole school Behaviour Strategy/System	A whole school approach to behaviour management is prominent in school using positive modelling and recognition as its basis. The consistency in approach throughout school benefits all children and in particular those with SEND. In addition to this children requiring additional support access learning mentor support, intervention from Aspire outreach or counselling from MIND. Behaviour support plans/Heirachy of Need plans are devised when needed. A high level of parent involvement exists in the schools approach to behaviour management through meetings and also in the celebration of successes in special messages sent home where good behaviour is rewarded.
Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND	SEND provision is monitored closely by SENDCo and senior leadership team in school. This includes monitoring of appropriate differentiation and targets and equal access to adult support and independence skills. All children with SEND access learning of key skills taught across school.
Support/supervision at unstructured times of the day including personal care	Appropriate supervision is given at all times of the school day. Where children require 1-1 support or additional support this is also provided at lunch times and break times when required. Training is given to staff supporting children with additional personal care needs and adequate resources and environments provided.
Planning for, assessment of, and identification of children with SEND	The school has robust systems for tracking progress and assessments and data are given by teachers. Pupil progress meetings take place. These systems identify children who are not making desired progress. Following this the SENDCo has meeting with each class teacher to discuss individual children. Provision mapping throughout school identifies children's progress and is a tool for planning next steps. Review meetings with parents and external services allow planning to take place with all parties involved. As well as Pre-Key Stage assessments PIVATs are used when appropriate to measure and track smaller steps of progress for some children.
Staff training for meeting needs of children with SEND	SENDCo delivers regular staff meetings alongside informal discussions with staff and review meeting discussions. External agencies such as speech therapy, learning support staff and educational psychologist deliver training and more frequently specific guidance to staff relating to individual children.
Liaison/communication with parents	All parents of children on SEND register or with medical needs are invited to regular review meetings with the class teacher, SENDCo and external agencies where appropriate. This is usually termly but lesser or greater in frequency where necessary. Class teachers and teaching assistants have regular communication with parents. This is

	daily when necessary and home/school diaries are also used where appropriate.
Liaison/communication with children and young people	Where appropriate children are invited to termly review meetings. All children contribute to review meetings through termly conversation and pupil questionnaires. All children have a key link with an adult in school usually a Learning Mentor or Teaching Assistant.
Liaison/communication with External Services	The school has excellent links with external services within the local authority, JMAT and beyond including additional services the school buys. Where external services are involved with children they are invited to review meetings with school and parents. Additional meetings are also arranged outside of these reviews to allow professionals to give regular feedback to school and parents when needed. Key times are arranged for parents to meet with some professionals such as the Speech and Language Therapist holding fortnightly sessions for communication with parents. The SENDCo holds termly planning meetings with some services such as speech and language, learning support service and educational psychology service.
Access to medical intervention or provision for medical needs	Care plans are in place for children with medical needs. The plans are formulated through meetings with parents and the relevant health care professionals. Where appropriate children are also included in setting up plans for their own care. The plans are highly individualised and focus on each child's personal needs. The plans ensure that pupils with medical needs have full access to education including school trips and physical education. The care plans detail access to any medication and steps to follow in emergencies. Health care plans are reviewed at least annually or before when required. All staff in school are made aware of children's medical needs and copies of care plans are given to key people and are displayed in the staff room and school office for reference by all staff. School has excellent links with the school nurse and good links are made with her and parents when needed. Other health professionals such as the epilepsy nurse support school when required. Staff are given relevant training to ensure medical needs are met including whole school training when necessary. The school has strict procedures for storing and administering medicines and staff administering always have relevant training. Where extended absences emerge due to medical needs the school will take measures to help prevent this effecting academic progress including sending learning home and where necessary or possible arranging home tuition. The school supports emotional wellbeing relating to medical needs through learning mentor support for pupils and when needed counselling through MIND which is a service school buys into. Risk assessments always consider pupils with medical needs.
Transition Provision	Additional transition visits in or out of the setting are arranged where thought to be beneficial to the child's transition. SENDCo and class teachers liase with staff at previous and future settings through arranged meetings which also include external agency colleagues where appropriate. In the early years transition the school has accessed support from the Portage Service. Parents are invited to all meetings, are included in the planning of transition arrangements and often accompany children on transition visits.

Post 16+ Provision (where applicable)	N/A
Transport Provision (where applicable)	N/A