

SEND policy and information report

Our Lady of Fatima Catholic Primary School



Approved by:	Local Governing Body	Date: October 21
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1. Aims

Our Lady of Fatima Primary School is committed to providing an appropriate and high-quality education to all the children who enter our school in accordance with the school admissions policy. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Our Lady of Fatima Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

Our Special Educational Needs policy aims to ensure maximum access for pupils with special educational needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

The SEND policy pervades all curriculum policies in the school. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Our SEND policy and information report aims:

- ◆ We believe that all children should be recognised as individuals who have strengths that can be nurtured and weaknesses that can be supported
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- ◆ We believe that all teachers are responsible for setting suitable learning challenges to respond to their children's diverse needs and overcome any potential barriers to learning and assessment for their pupils
- ◆ All teaching and support staff should be fully aware of the school's procedures for identifying, assessing and making provision for children with SEND
- ◆ We will ensure that all children have access and continuity to the National Curriculum, through to the transfer into Key Stage 3, at their own level through differentiated teaching and learning according to their individual need
- ◆ We recognise and value the achievements of those children who experience difficulty and celebrate their success
- ◆ We will provide a clear administrative and organisational framework in which the early identification of children who may have special educational needs is structured and effective
- ◆ We will provide appropriate support to teachers and teaching assistants in order to allow the child with special educational needs to be taught effectively within their peer group in school
- ◆ We will provide support for, and work in partnership with parents / carers
- ◆ To involve the children themselves in planning where appropriate and in any decision making that affects them
- ◆ We will liaise with other agencies as appropriate
- ◆ We will ensure confidentiality of information as appropriate

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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has 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 the 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 SENDCO

The SENDCO is Mr Michael Leese and can be contact on inclusion@olfatima.bham.sch.uk

They will:

- Work with the Principal and SEND governor 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 EHC plans
- Provide professional guidance to colleagues and work with staff, parents / carers, 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
- 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 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 SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at local governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the Princial and SENDCO to determine the strategic development of the SEND policy and provision in the school
- **The Local Governing Body Representative who is appointed to have responsibility for SEND is: Mrs M Hooper**

4.3 The Principal

The Principal will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

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 SENDCO 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 disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

A child's individual needs may be identified by a variety of methods and we always consult and involve parents / carers when making these decisions.

- regular class assessments through published and/or teacher materials showing a lack of progress compared with peers and/or national expectations
- concerns raised by teaching staff or parents / carers and possibly the pupils themselves
- the use of Target Tracker, Provision Map and the Birmingham Access to Education's Language and Literacy Toolkits to assess children who are working below or significantly below the national benchmarks. Teachers and classroom assistants do this together and provide the Inclusion Leader with evidence of a child's academic ability
- continuity of records from pre-school intervention and/or previous schools
- staff observation of persistent social, emotional or mental health difficulties, which are not improved by the techniques usually employed in the school
- staff observation of sensory or physical issues and continues to make little or no progress, despite the provision of specialist equipment
- if there are communication and / or interaction difficulties, and the child continues to make little or no progress

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 / carers. 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 / carers

We will have an early discussion with the pupil and their parents / carers 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 consider the parents' / carers' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Written notes of these early discussions will be added to the pupil's record and any verbal/email correspondence will be recorded on Safeguard so that parents / carers and teachers can refer back to previous conversations, if needed.

We will formally notify parents / carers when it is decided that a pupil will receive SEND support.

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**.

The class or subject teacher will work with the SENDCO 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 or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents / carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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 school or other setting the pupil is moving to. We will agree with parents / carers and pupils which information will be shared as part of this.

- During Year 6, the Inclusion Leader and the SENDCo from the child's chosen Secondary school liaises to discuss the child, their needs and possible strategies to help them in their transition and learning. The Inclusion Leader creates a 'Transition report' and any records are forwarded on request from the receiving school
- There are also various meetings between the Year 6 teacher and members of staff from the secondary school
- All children receive a transition day within school to adapt to their new surroundings and to work with their new teacher. Secondary school will contact both the school and Year 6 parents / carers to share with them transitional information
- In school, children in KS1 will spend additional time undertaking transitional activities with new teacher and support staff to get them accustomed to their new classroom/staff
- Staff who will be working with children with SEND will spend additional time with children they will be working with in the following year to get to know them and to build a rapport. It also allows us as a school to have additional meeting before the next academic year with any parents / carers who want to meet their child's new teachers
- Parents / carers of children with SEND may also wish to meet with Secondary staff to help support the transfer of key information about their child. If your child has an EHC plan, the Year 6 summer term Annual Review is a good opportunity to discuss your child's needs and provision
- All Year 6 children are involved in transition groups which involves them preparing for Secondary school in smaller groups so that they can discuss and learn about their next steps

- Some receiving schools have recently begun a specific transition programme where vulnerable children can visit the school, meet the staff and see how the school works at various times of the day. They also have the opportunity of meeting their future peers and working alongside them on ice-breaker activities. “Vulnerable” children aren’t solely those with a special need. The term could also include children who are particularly anxious about the change or simply those who need a little more care and attention

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.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions: (see appendix)

- Pre-tutoring and planned time for overlearning within classwork (GAP Tasks during registration or at the start of lessons).
- RWI booster-type sessions
- Precision Teaching
- Doodle (IT based 5-10-minute basic skill-based session)
- Direct Instruction (Sparkly Folders)
- Direct phonics
- Toe-by-Toe
- SNIP
- Plus 1 and Power of 2
- Structured Peer Tutoring
- NESSY Computer programme
- METRA intervention
- Reading for Meaning
- Paired Reading
- Language groups, particularly in Reception class- based on the Wellcomm pack
- Pre-tutoring of key vocabulary and key concepts especially prior to a new topic
- Small groups for speech clarity and the production of sounds
- Social stories and dedicated social skills groups where children can learn about how to deal with the world around them
- Teachers adapt what they do in class to cater for the child’s needs
- Nurture-type groups
- Circle of Friends
- F.R.I.E.N.D.S – resilience related small group.
- SEAL work in small groups
- Circle time in class as part of the SMSC sessions

- Transition/nurture-type groups in Year 6 throughout the year
- Fine Motor or Gross Motor groups

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
- All subject leaders to ensure that they monitor and plan for SEND provision within their subject area/s

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as METRA, pre-tutoring, SNIP, WELLCOM etc].

We work with the following agencies to provide support for pupils with SEND:

- Malachi – A family support service the school finds invaluable
- Your child's GP – for general medical information and referrals to other agencies
- The school nurse – has a good overall knowledge of what a school could do next if they require some specialist support. The School Nurse may also provide specific health lessons or workshops for children as well as providing information for parents / carers (as required)
- Educational Psychologists – for advice on anything from possible classroom strategies to help children right through to support for children with complex needs. An Educational Psychologist will always be involved with a child who is referred for an Education, Health and Care Plan and if there needs to be a change of placement
- The Community Paediatricians (usually at the Allen's Croft Child Development centre)
- NHS Speech and Language Therapists – for children with high level speech and language difficulties
- Occupational Therapists and Physiotherapists – for children with physical difficulties
- Social services
- The Communication and Autism Team (CAT) - for children who are being assessed for or already have a diagnosis of Autism or communication difficulties. They will also provide support for families of children with these difficulties
- Pupil and School Support (PSS) – for Children who are working below the expected standard for their year group. A Pupil and School Support Teacher will also work with staff in schools offering support, advice and training
- Forward Thinking Birmingham (FTB, formally CAMHS) – for mental and emotional support

5.9 Expertise and training of staff

The Staff within the school are all highly trained and experienced and have many different attributes and skills. Almost all of the Class Teachers and Teaching Assistants have received the Level 1 Autism Awareness training provided by the Communication and Autism Team (CAT). Where this has not occurred, it is because they have recently joined Our Lady of Fatima and there will be plans to ensure they have had the training as soon as possible.

Our SENDCO is new to the role and is currently undertaking the SEND National Award. Mr. Leese is also the Vice Principal with many years' experience in both primary and secondary settings.

We have a team of nine teaching assistants, which currently includes no higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Below you will find the profiles our support staff and their specialisms:

- Mrs Homer, is a Level 2 trained TA in Autism Awareness. She works full time as a Teaching Assistant, as well as working closely with teachers and children who have been diagnosed with Autistic Spectrum Condition (ASC/D) across the school. Mrs Homer works hard to develop useful, specific resources, as well as determining preferred learning styles and methods of access to the class curriculum. Mrs Homer also regularly liaises with outside agencies (the Communication and Autism Team) and attends regular training sessions.
- Mrs Rickerby and Miss Walker are both Teaching Assistants in the school, but also run the Before and After School Club. As well as being skilled within the classroom, they also see another side of the children who attend the club, which can provide some interesting and useful information. They are able to liaise with parents / carers when they collect their children and regularly pass on information to class teachers and the Inclusion Leader. There is also an opportunity for the children to receive support in the club with homework should they wish to complete it. Mrs Rickerby and Miss Walker, along with the BASC team, are eager to provide an environment which is both stimulating and nurturing for the children who access it. They are made aware of the children's needs after permission from the parents / carers is sought, and if the child requires some special arrangements, they are only too happy to accommodate.
- Mrs Smith has a great level of experience within the school both as a whole- class Teaching Assistant and on a more 1:1 level. Mrs Smith also has a lot of experience in catering for children with Downs Syndrome and is trained in Makaton. She is familiar with interventions such as Precision Teaching and multi-sensory methods of teaching literacy. Mrs Smith is also First Aid trained, along with all of the Teaching Assistants, and provides care which is both nurturing and calming. The children love going to see her. We also provide a Forest School experience at Our Lady of Fatima School and Mrs Smith spends half a day a week teaching the skills and leading the fun for a group of children from various classes on a rota basis.
- Mrs Macklin currently works across the school facilitating specific group interventions or in 1:1 situation with specific children. Mrs Macklin is also a Lunchtime Supervisor. Lunchtimes are often the cause of many issues for certain vulnerable children or a time where their needs may be more apparent. Having Mrs Macklin as both a Teaching Assistant and a Lunchtime Supervisor means that support can be carried through both the structured and unstructured times of the day. It also means that any noticeable, interesting points can be observed and fed back to the class teachers or Inclusion Leader where necessary.
- Miss Deen has experience of working with classes using specific interventions with children with SEND. Miss Deen currently provides the majority of the Speech and Language interventions in KS1 and EYFS. This is through the WELLCOMM programme with small groups of children who require a boost in language skills. Miss Deen also support Read, Write Inc, and the Phonics screening that takes place in the infants. She has also worked alongside a teacher from the City of Birmingham School to set up a structured social skills group in KS1.
- Mrs Darkaoui leads our wonderful French lessons in the Junior classes. She also leads small intervention groups and works 1:1 with children who require specific support. She has previously worked in Special schools and has therefore brought some of that experience with her. Mrs Darkaoui has adapted certain areas in school to create a more sensory environment which can be both calming and stimulating depending on a child's needs. She has also led a Mindfulness, Relaxation and Well-Being after school club.
- Mrs Liddy works in Reception Class. This is where children develop a firm foundation before formally starting the National Curriculum in Year 1. This is why it is so important that children are provided with opportunities to enhance all areas of their development. Mrs Liddy is skilled in leading interventions to support social skills including following instructions, routines and

forming friendships. She also leads Read, Write Inc. groups to develop literacy skills and she supports maths related interventions too.

We are a most fortunate school to have such an experienced and motivated team.

5.10 Securing equipment and facilities

The identification and meeting the needs of children with SEND is a whole school issue led by the Inclusion Leader (SENDCo). Resources are reviewed on an annual basis and monitored by the Inclusion Leader and up-dated as appropriate according to budget.

Whenever appropriate, we aim to meet special needs within an integrated approach based on the curriculum the whole class is studying. However, depending on the specific intervention and type of need, some individual or small group withdrawal teaching may be offered as appropriate.

The facilities at Our Lady of Fatima are available for all children regardless of their abilities. For example; The 'Before and After School Club' (BASC) caters for many different groups of children and is highly regarded by many families.

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 on Provision Map
- Reviewing the impact of interventions each half term – all interventions are set using the SMART goal setting criteria
- Using pupil questionnaires
- Monitoring by the SENDCO – bowled over by books (includes pupil voice)
- Using provision maps to measure progress and coverage
- Holding annual reviews for pupils with EHC plans
- Pupil progress meeting with SENDCo, SLT and teachers
- Performance management meeting with support staff

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, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Alton Castle in Year 6.

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

No pupil is ever excluded from taking part in these activities because of their SEND.

- No pupil will be refused admission to school on the basis of his or her special educational need
- The Principal along with the Local Governing Body are responsible for the admission arrangements which accord with those laid down by the Local Authority and Diocesan Education Service. In line with the SEND and Disability Act, the school acknowledges its responsibility to consider the admission of a child with already identified special educational needs, as well as identifying and taking reasonable steps to provide for those not previously identified as having SEND
- You can find out school's accessibility plan in the following place on our website: Key information > SEND information > Accessibility plan

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 part in belonging to different school groups e.g. Mini Vinnies, School Council, Eco-team, Liturgy leaders etc

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

When necessary the School may need to seek advice on specific areas of need, or with parental consent, assessment of and strategies to help the learning of individual children.

These are:

- The Educational Psychology Service (EPS)
- The Communication and Autism Team (CAT)
- The Pupil and School Support Service (PSS)
- Malachi (Family Support Workers and Counselling service)
- The Speech and Language Therapy Department (SALT)
- Occupational Therapy (OT)
- The School Nurse Team
- Forward Thinking Birmingham (FTB)
- Others as appropriate.

With regard to referrals to these services the Inclusion Leader, Principal or Parents / carers complete the referral forms with input from the class teacher. This would normally take place following various discussions about the child, sometimes with another external agency.

Planning meetings with these agencies usually take place at the start of the academic year. Some services have a set package and therefore a set number of hours per term to attend i.e. EPS, PSS, Malachi, whilst some attend the school when required.

These services can provide INSET for the school staff.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher, who will inform the SENDCo and Principal in the first instance. They will then be referred to the Emmaus MAC's complaints policy.

The parents / carers 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 children. 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 / carers of pupils with SEND

In addition, the Local Authority have a website detailing all services available in Birmingham for children with Special Educational Needs and Disabilities. There details are below:

Birmingham Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)

Tel: 0121 303 5004 (8:45am to 5pm, Monday to Friday),

Email sendiass@birmingham.gov.uk

Alternatively, you can write to:
SENDIASS, The POD, 28 Oliver St, Nechells, Birmingham
B7 4NX

5.17 Contact details for raising concerns

If your child is already attending Our Lady of Fatima Catholic Primary School and has a SEND, then please meet with the child's Class Teacher in the first instance at a mutually convenient time. The Class Teacher may then refer you to the Inclusion Leader and/or a member of the Senior Leadership Team.

If your child does not yet attend school and you are considering Our Lady of Fatima Catholic Primary School as an option, then please phone school and have a chat with the Inclusion Leader. She can advise on whether the school can adequately meet your child's needs.

The Inclusion Leader at Our Lady of Fatima Catholic Primary School is: Mr Michael Leese. Mr Leese works full-time and is also the school's Vice Principal. If you wish to arrange an appointment, either speak to the office staff, phone the school (0121 429 2900) or email at inclusion@olfatima.bham.sch.uk. He would be delighted to chat to you.

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.localofferbirmingham.co.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by Principal and SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing Body.

7. Links with other policies and documents

The SEND policy should permeate through the school and should therefore link to the majority of the school policies. However, a list of key additional supporting documents which need to be read and applied in collaboration with the SEND policy are as follows:

- Admissions
- Various Safeguarding policies i.e. Attendance, Behaviour, Complaints
- Various BASC policies and procedures
- Charging and Remissions

Signed (Principal):



Signed (Chair of Local Governing Body):



Ratified at LGB meeting on 13th October 2021

Appendix 1

Whole School Provision: Interventions			
Types of Need	What it could look like (a few examples)	Examples of possible support in our school	How we know it is effective
<p>Cognition and Learning</p> <p>This includes children with:</p> <p>MLD (Moderate Learning Difficulty)</p> <p>Dyslexia</p> <p>Dyscalculia</p> <p>Processing delays</p>	<p>Children may need support with:</p> <ul style="list-style-type: none"> • understanding and/or processing information • remembering key concepts e.g. spellings, phonics, times tables • learning new skills • organisational skills • Learning in general – literacy, numeracy etc. 	<ul style="list-style-type: none"> • Pre-tutoring and planned time for overlearning within classwork (GAP Tasks during registration or at the start of lessons). • RWI booster-type sessions • Precision Teaching • Doodle (IT based 5-10-minute basic skill-based session) • Direct Instruction (Sparkly Folders) • Direct phonics • Toe-by-Toe • Structured Peer Tutoring • Nessy Computer programme • METRA intervention • Reading for Meaning • Paired Reading • Input from Pupil and School Support or our Educational Psychologist – will be mentioned again later. 	<p>We know by:</p> <ul style="list-style-type: none"> • Tracking the child's progress using the school tracking system – Target Tracker • Regular liaison with class teacher, teaching assistants directly involved with the child and Inclusion Leader • Tracking along the Language and Literacy Toolkit • Talking with parents / carers • Talking with pupils • Moderation of samples of child's work alongside peers at dedicated staff meetings. • Reviews on IPMs and individual targets. • Child observed to be using new strategies and methods by class teacher or teaching assistant or during learning walks and observations by Senior Leadership team, Inclusion Leader or outside agencies.
<p>Communication and Interaction</p> <p>This area includes children who have a diagnosis or show symptoms of:</p> <ul style="list-style-type: none"> • A Speech and language delay – either expressive, receptive or both. • A stammer • Hearing impairments • Autism 	<p>Children who show signs of a speech or language concern may need support with:</p> <ul style="list-style-type: none"> • Finding the right words to express themselves or describe something • Understanding key concepts • the production of speech; • responding to the verbal cues of others; • dealing with frustrations and anxieties arising from a difficulty to communicate effectively – may reveal itself through behavioural difficulties and a breakdown in the relationship with peers. <p>Children who display Autistic traits may need support with:</p> <ul style="list-style-type: none"> • Interaction with their peers, adults or the world around them • Talking about a topic they haven't 	<ul style="list-style-type: none"> • Language groups, particularly in Reception class- based on the Wellcomm pack. • Pre-tutoring of key vocabulary and key concepts especially prior to a new topic. • The provision of resources dedicated to helping the child find the correct words e.g. prompts on tables, effective displays. • Small groups for speech clarity and the production of sounds. • Input from outside agencies – Speech and Language therapist, Communication and Autism Team. • Social stories and dedicated social skills groups where children can learn about how to deal with the world around them. • Teachers adapt what they do in class to cater for the child's needs • There is a particular emphasis during times of transition and most especially between Key 	<ul style="list-style-type: none"> • Tracking of child's academic progress as well as social. • Observation during class time and during unstructured times such as playtimes and lunchtimes. • Talking to parents / carers • Talking to children • Regular meetings between staff • Discussions and observations from outside agencies

	<p>chosen to talk about</p> <ul style="list-style-type: none"> • Making friends or keep friends for a long time • Following rules made by someone else • Dealing with changes in the way they usually do things • Dealing with noises, smells or other sensations around them • Saying what they are thinking • Understand what other people mean when they are talking 	<p>Stages i.e. Reception to Year 1, Year 2 to Year 3 and Year 6 to Secondary school.</p>	
<p>Social, Emotional and Mental Health</p> <p>This area includes children who may have a diagnosis of:</p> <ul style="list-style-type: none"> • ADD (attention deficit disorder) • ADHD (attention deficit hyperactive disorder) • Behaviour • Anxiety-related behaviours • Bereavement 	<p>Children may need support with:</p> <ul style="list-style-type: none"> • Managing their own emotions and behaviour on a daily basis • Following rules set by others • Sitting still for a certain period of time • Listening to and following instructions • Making friends • Dealing with their difficulties in a way that does not cause harm to themselves or others • Taking responsibility for the things they do • Understanding how they are feeling 	<ul style="list-style-type: none"> • Social Skills groups • Nurture-type groups • Circle of Friends • F.R.I.E.N.D.S – resilience related small group. • Visual prompts i.e. class rules clearly on display, visual timetable • SEAL work in small groups • Circle time in class as part of the SMSC sessions • A school- wide emphasis on positive behaviour and rewards – Congratulations assembly and class routines i.e. house points, certificates, star of the week • BLURT resources • Special Friends- Year 6 and Reception • Mini Vinnies – playground pals • In the event of the environment becoming too overwhelming for a child, staff have been trained and use the Team Teach approach for positive handling and de-escalation. • Transition/nurture-type groups in Year 6 throughout the year. 	<ul style="list-style-type: none"> • Tracking of child's academic progress as well as social. • Observation during class time and during unstructured times such as playtimes and lunchtimes. • Talking to parents / carers • Talking to children • Regular meetings between staff • Records of rewards gained on individual behaviour plan (if required). • Discussions and observations from outside agencies
<p>Sensory and/or Physical Needs – links to the general accessibility of the school</p> <p>This includes children who have a physical disability which makes it difficult for</p>	<p>Children may need support with:</p> <ul style="list-style-type: none"> • Hearing peers or adults in the classroom • Reading – text may need to be 	<ul style="list-style-type: none"> • Professional advice from specialist staff • Physiotherapy • Occupational Therapy • Sensory Support Service • Specialist equipment 	<ul style="list-style-type: none"> • Observation of child during different times of the day • Additional advice from outside agency • Monitoring that the child has full access to a broad and varied curriculum

<p>them to manage daily life without support i.e.</p> <ul style="list-style-type: none"> • Hearing impairments • Visual impairments • Physical disabilities – could include fine or gross motor difficulties right through to the child requiring a wheelchair and walking aids. 	<p>enlarged or change (font style)</p> <ul style="list-style-type: none"> • Moving around without the aid of a walking aid or wheelchair • Using pencils, scissors, knives and forks and other things that we need to use without changes or support 	<ul style="list-style-type: none"> • Fine Motor or Gross Motor groups • Adaptations to the school environment where possible – ramp between KS1 playgrounds, the ramp by the Before and After School Club (BASC), Accessible WC in the KS1 corridor, access to Year 3 and 4 through BASC by managing exits. Further adaptations could be made when the needs arises. 	<ul style="list-style-type: none"> • Talk to adults who have worked with the child or young person • Talk to parents / carers • Talk to the child
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