

# Gossops Green Primary School



The Collegiate Trust  
Exceptional Education for All

## Special Educational Needs and Disability (SEND) Policy

Approved by: Local Governing Body (LGB)
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Staff Member: SENDCo
Link Governor: Paul Marshman



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## 1 Introduction

- 1.1** This policy guides the way Gossops Green Primary School meets the needs of pupils with special educational needs. Children may have special educational needs either throughout or at any time during their school career.
- 1.2** This policy has been reviewed and updated in line with the revised Special Educational Needs Code of Practice which explains the duties of local authorities, health bodies, schools and colleges to provide for those with Special Educational Needs under part 3 of the Children and Families Act 2014. We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.
- 1.3** At Gossops Green Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:
- i. have different educational and behavioural needs and aspirations
  - ii. require different strategies for learning
  - iii. acquire, assimilate and communicate information at different rates
  - iv. need a range of different teaching approaches and experiences

## **2 Aims**

### **2.1 The aims of this policy are:**

- to create an environment that meets the special educational needs of each child, enabling them to reach their full potential
- to ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- to ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment
- to ensure that the special educational needs of children are identified and assessed and that all children have full access to all elements of the school curriculum
- to ensure that we challenge and extend the children through the work that we set them
- to ensure a high level of staff expertise to meet pupils' needs through universal and targeted training and continued profession development
- to promote independence and resilience in pupils with SEND so that they are well prepared for the next phase of education and transition to adulthood
- to make clear the expectations of all partners in the process through identification of roles and responsibilities in providing for children's special educational needs
- to ensure that parents are able to play their part in supporting their child's education
- to ensure that our children have a voice in this process

## **3 SEND Definition**

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age
- or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school 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.

Children 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.

Children will have needs and requirements which may fall into at least one of the four areas, many children will have inter-related needs. The areas of need are:

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health difficulties
- Sensory and/or physical

This policy ensures that curriculum planning and assessment for children with SEND takes account of the type and extent of the difficulty experienced by the child. We do all that we can to allow children fair and equal access to a broad and balanced Curriculum, adapting teaching methods and activities wherever possible to achieve this. The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act 2005. We will assess each child as required, and based on their identified needs, within the confines of the organisation provide the correct provision.

## 4 Legislation and Guidance

This 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 local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## 5 Educational Inclusion

Teachers and other staff respond to children's needs by:

- Providing support for children who need help with communication, language, literacy and numeracy
- Providing support for children with mental health, emotional and social difficulties
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping children to manage their emotions, and to take part in learning
- Planning for children's full participation in learning, and in physical and practical activities

## **6 Identification of Children with Learning Difficulties – A Graduated Approach**

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

### **Assess – Plan – Do - Review**

- 6.1** Many of the children who join our school have already attended an early education setting. In many cases, children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.
- 6.2** If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from, or additional to, those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs and Disability Co-ordinator (SENDCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENDCO will then take the lead in further assessments of the child's needs.
- 6.3** If support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies being put in place and the child will be added to the SEND Register. The new strategies will, wherever possible, be implemented in the child's normal classroom setting. We may record the strategies used to support the child within an Individual Learning Plan (ILP). This will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.
- 6.4** If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the Local Authority to see if an Education and Health Care Plan (EHCP) is appropriate. The guidelines in place from the Authority will be referred to by the SENDCO to ascertain whether a request is appropriate. A wide range of written evidence and reports about the child will support the request.
- 6.5** In our school the SENDCO:
- manages the day-to-day operation of the policy
  - co-ordinates the provision for and manages the responses to children's special needs, including social, emotional and mental health needs
  - liaises with the Nurture Lead regarding social and emotional provision
  - supports and advises colleagues
  - oversees the records of all children with special educational needs
  - acts as the link with parents
  - acts as link with external agencies and other support agencies
  - monitors and evaluates the special educational needs provision and attends a termly meeting with the SEND link governor
  - manages a range of resources, human and material, to enable appropriate provision for children with special educational needs
  - contributes to the professional development of all staff.

## **7 Identification of Young Carers**

- 7.1** The whole school is committed to meeting the needs of young carers so that they can attend and enjoy school in the same way as other pupils/students and achieve their potential.
- 7.2** The school only shares information with professionals and agencies on a need-to-know basis in order to support pupils and their families.
- 7.3** The school has an effective referral system and strong partnership in place with relevant external agencies, including the school nurse and the local young carers' service.

## **8 Teaching for Learning**

- 8.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
  - i. understand the relevance and purpose of learning activities
  - ii. experience levels of understanding and rates of progress that bring feelings of success and achievement
- 8.2** Teachers use a variety of teaching methods and strategies to respond to the differences learners with special needs, such as Dyslexia or attention deficit hyperactivity disorder (ADHD), may encounter.
- 8.3** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. Likewise, in some situations, it can be in the best interest of the child to be placed on a part-time timetable.
- 8.4** Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning but gives due regard to the range of attainment.
- 8.5** Teachers regularly review the progress of children, and often teach children in mixed achievement groups to maximise peer support and ensure that children are not negatively labelled, even subconsciously. Teachers plan work that matches the needs of each child.

## **9 The Role of the Local Governing Body (LGB)**

- 9.1** The local governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and disability.
- 9.2** The local governing body does its best to secure the necessary provision for any pupil identified as having special educational needs/disability. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate. The local governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.
- 9.3** The local governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs and disability. The 'responsible person' in this school is the SENDCO, supported by the Principal. The SENDCO ensures that all those who teach a pupil with an Education and Healthcare Plan (EHCP) or statement of special educational needs (SSEN) are aware of the nature of the statement.
- 9.4** The SEND link governor ensures that all governors are aware of the school's SEN provision. Information will be included as part of the 'Principal's Update' to the LGB.

## **10 Allocation of Resources**

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education and Health Care Plans and informs the local governing body of how the funding allocated to support special educational needs and disability has been employed.

## **11 Partnership with Parents**

- 11.1** The school works closely with parents in support of those children with special educational needs and disability. We encourage an active partnership through an ongoing dialogue with parents.
- 11.2** As part of our statutory obligation, the Parent Handbook contains a summary of our policy for special educational needs, and the arrangements made for these children in our school.
- 11.3** We inform the parents of any outside intervention, and we share the process of decision-making, by providing clear information relating to the education of children with special educational needs and disability.
- 11.4** The school actively seeks feedback and ideas from young carers' families to shape and improve support.

## **12 Pupil Participation**

- 12.1** In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing social as well as educational skills.
- 12.2** Children are involved at an appropriate level in setting targets and in the termly review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.
- 12.3** The school actively seeks feedback and ideas from young carers to shape and improve support.

## **13 Monitoring and Evaluation**

- 13.1** The SENDCO monitors the movement of children within the SEND system in school.
- 13.2** The SENDCO provides Senior Leaders regular updates on the impact of the SEND practices across the school.
- 13.3** The SENDCO supports teachers in planning for children with SEND. The SENDCO and the Principal hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs and disability also hold termly meetings.
- 13.4** The Nurture team monitors the progress of young carers on a regular basis and gives feedback to the DSL. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning.
- 13.5** The governing body reviews this policy annually and considers any amendments in the light of the findings.

## **14 Admissions and Transfers of children with SEND**

Procedures for admissions and transfers of children with SEND are in line with our TCT admission policy with the proviso that we can meet the needs of the child. It should be noted that for children with an EHCP/SEN, admissions and transfers are managed by the Special Educational Needs Assessment Team

(SENAT) and will be considered after an Annual Review when possible.

## **15 Complaints Procedure**

Any concerns regarding provision for children with SEND should initially be referred to the SENDCO, and then on to the Deputy Principal, Mr Warwick. This is in line with our School Complaints Policy.



## Appendix 1 - Gossops Green Graduated Approach to SEND

The Four Broad Areas of Need	
<b>Cognition and learning</b>	<p>Where children and young people learn at a slower pace than others their age, they may:</p> <ul style="list-style-type: none"> <li>• have difficulty in understanding parts of the curriculum</li> <li>• have difficulties with organisation and memory skills</li> <li>• have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy</li> </ul> <p>The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.</p>
<b>Communication and interaction</b>	<p>Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.</p> <p>Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have difficulties with social interaction.</p>
<b>Social, emotional and mental health difficulties</b>	<p>Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:</p> <ul style="list-style-type: none"> <li>• have difficulty in managing their relationships with other people</li> <li>• be withdrawn</li> <li>• behave in ways that may hinder their, and other, children's learning or that have an impact on their health and wellbeing</li> </ul> <p>This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.</p>
<b>Sensory and/or physical</b>	<p>Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.</p>

Wave Indicator	Expected Approach
<b>Wave 1</b>	Watching waiting period for 6 weeks
<b>Wave 2</b>	Watching waiting for 10 weeks
<b>Wave 3</b>	SENDCo intervention Possible EHCP (Educational and health Care Plan)

## Indicators of Need

Wave 1 Child may:		General approaches to implement consistently for a minimum of 6 weeks	
<ul style="list-style-type: none"> <li>- <b>present as a vulnerable or inexperienced learner</b></li> <li>- not be making expected progress.</li> <li>- <b>have low baseline scores</b></li> <li>- have unclear speech</li> <li>- <b>have difficulty starting/completing tasks</b></li> <li>- have poor concentration</li> <li>- <b>have difficulty organising themselves</b></li> <li>- lack social skills/struggle to interact.</li> <li>- <b>use avoidance strategies</b></li> <li>- be EAL</li> <li>- <b>be anxious/have angry outbursts</b></li> <li>- struggle to self-regulate</li> <li>- <b>low attendance</b></li> </ul>		<ul style="list-style-type: none"> <li>- <b>Quality first teaching for every child</b></li> <li>- High levels of challenge and expectation</li> <li>- <b>Differentiated curriculum planning and engaging activities</b></li> <li>- Formative assessment / effective feedback</li> <li>- <b>In-class targeted teacher /TA support</b></li> <li>- Differentiated questioning / modelling/ explaining</li> <li>- <b>Increased visual aids e.g. visual timetables</b></li> <li>- Subject specific vocabulary</li> <li>- <b>Development of metacognitive skills</b></li> <li>- Encouraging independence</li> <li>- <b>Benchmark (Reading assessment)</b></li> <li>- DREAM (<i>Daily Reading Engagement Activates Memory</i>) programme</li> <li>- <b>First language assessment</b></li> <li>- Social stories and comic strips</li> </ul>	
Cognition and learning	Communication and interaction	Social, emotional and mental health difficulties	Sensory and/or physical
<b>Brain breaks/Active breaks</b> Use of writing frames <b>Use of cloze* procedures</b> Scaffolded tasks <b>Access to ICT, including word processor</b> Access to whole school homework clubs  <i>*is a technique for omitting words from a passage so that the reader is forced to use background experience, knowledge, vocabulary and thinking skills to fill in the blank</i>	<b>Positioning for learning</b> Learning through talk and discussion <b>Use of simplified or alternative language</b> Use of symbols <b>Extra support for transitions</b> (EYFS)Language Link - screening <b>(EYFS) NELI – Early Language Intervention – screening</b>	<b>Whole school behaviour policy / whole school rules</b> Whole school reward and sanctions systems <b>Circle Time</b> Lunchtime club <b>PSHE (Personal and Social Health Education) focused work</b> Whole school mindfulness programme <b>SWAN Emotional Toolkit</b> Doodle book <b>Fidget toy</b>	<b>Flexible teaching arrangements</b> Staff aware of implications of physical impairment <b>Use of BSL</b> Specialist resources e.g. writing slopes, pencil grips, switches, ear defenders <b>Motor skills development in EYFS</b> Improved accessibility of building <b>Moving and handling training</b> Sensory resources

Wave 2 (ILP) Child may:		General approaches to implement consistently for a minimum of 10 weeks	
<ul style="list-style-type: none"> <li>- <b>have attainment below age related expectations (at least a year)</b></li> <li>- not be making expected progress despite targeted support</li> <li>- <b>have some difficulty retaining and using learned skills independently</b></li> <li>- demonstrate some difficulty articulating ideas.</li> <li>- <b>have difficulty in following a two-step instruction</b></li> <li>- be unable to self-regulate with support</li> </ul>		<ul style="list-style-type: none"> <li>- <b>Early discussion with SENDCo/Nurture Lead</b></li> <li>- Implement further strategies/assessments – support from the SEND team</li> <li>- <b>Observations/suggestions from external agencies</b></li> <li>- Individual Learning Plan</li> </ul>	
Cognition and learning	Communication and interaction	Social, emotional and mental health difficulties	Sensory and/or physical
<b>Dyslexia Screener</b> Coloured paper/overlays <b>Non-white screen backgrounds</b> SEND assessments and advice <b>DREAM Programme</b> Catch up programmes <b>Phonics</b> Booster sessions <b>Class TA/SEND TA support</b> In-class targeted teacher support <b>Guided reading focus groups</b> Learning mentors <b>Peer buddies</b> Ed Psych advice/referral <b>Precision teaching</b>	<b>Teacher/TA support speech and language</b> Speech and Language Therapist <b>Language Link</b> Speech and language group support <b>Speech/Language and Communication Progression Tool (Intervention)</b> Ed Psych	<b>Circle of Friends</b> Nurture mentors <b>Lego Therapy</b> ELSA ( <i>Emotional Learning Support Assistant</i> ) <b>Calm boxes</b> Peer buddies <b>Pastoral Support Plan (PSP)</b> Boxall Profile Assessment (Nurture team) <b>Play Therapy/Counselling</b> Autism & Communication Team (ASCT) <b>Learning Behaviour Team (LBAT)</b> Ed Psych <b>CAMHS</b> ( <i>Children and Adolescent Mental Health Services</i> )	<b>Additional keyboard skills training</b> Additional fine motor skills practice <b>Occupational Therapy referral</b> Ed Psych referral <b>School Nurse referral</b> ASCT referral <b>Physio referral</b>

Wave 3 (likely to have a diagnosis) Considering or has an EHCP		General approaches	
<ul style="list-style-type: none"> <li>- <b>have significant general delay</b></li> <li>- have a specific area of learning difficulty</li> <li>- <b>show limited impact from strategies suggested from external agencies (over a period of time)</b></li> <li>- have difficulty in retaining learned skills and/or knowledge and in using basic skills independently</li> <li>- <b>present difficulties with acquiring pre-requisite skills for literacy e.g. phonological awareness, visual memory/discrimination, early number skills</b></li> <li>- have a restricted vocabulary</li> <li>- <b>require significant adult support to engage and sustain a task</b></li> <li>- have a short span of concentration on directed tasks of less than 5 minutes</li> </ul>		<ul style="list-style-type: none"> <li>- <b>Year 6 SATS support</b></li> <li>- Individual strategies outlined on Pupil Passport and EHCP</li> <li>- <b>Advice from EP / Specialist teacher</b></li> </ul>	
Cognition and learning	Communication and interaction	Social, emotional and mental health difficulties	Sensory and/or physical
<b>Reduced/ increasingly personalised timetable</b>	<b>Social skills group</b> Circle of Friends <b>Speech and Language support / advice</b> <i>AAC (Augmentative and Alternative Communication) e.g. Makaton, PECS (Picture Exchange Communication System)</i> <b>ICT (Information and Communications Technology – Writing with Symbols</b> Additional support for transition e.g. extra visits	<b>Individual counselling</b> Individual reward system <b>Social skills training</b> Anger management skills <b>Re-integration programme</b> Peer mentoring <b>Pastoral support plan</b> Time-out <b>Family support groups</b>	<b>Physiotherapy programme</b> Occupational therapy programme <b>Motor skills programme</b> ICT e.g. Access to PC with switch <b>Use of appropriate resources e.g. radio aids</b> Signing

Area of Need	Wave 1 Approaches you can try: Quality First Teaching 6 weeks watchful waiting	Wave 2 Personalised Intensive Approach (Classroom Strategies/ILP) 10 weeks watchful waiting	Wave 3 SEN provision / EHCP
Cognition and learning	<b>Brain breaks/Active breaks</b> Use of writing frames <b>Use of cloze procedures</b> Scaffolded tasks <b>Access to ICT, including word processor</b> Access to whole school homework clubs	<b>Dyslexia Screener</b> Coloured paper/over lays <b>Non-white screen backgrounds</b> SEND assessments and advice <b>DREAM Programme</b> Catch up programmes – Phonics <b>Booster sessions</b> Class TA/SEND TA support <b>In-class targeted teacher support</b> Guided reading focus groups <b>Learning mentors</b> Peer buddies <b>Ed Psych advice/referral</b> Precision teaching	<b>Reduced/ increasingly personalised timetable</b>
Communication and interaction	<b>Positioning for learning</b> Learning through talk and discussion <b>Use of simplified or alternative language</b> Use of symbols <b>Extra support for transitions</b> (EYFS)Language Link - screening <b>(EYFS) NELI (Nuffield Early Language Intervention) – Early Language Intervention – screening</b>	<b>Teacher/TA support speech and language</b> Speech and Language Therapist <b>Language Link</b> Speech and language group support <b>Speech/Language and Communication Progression Tool(Intervention)</b> Ed Psych	<b>Social skills group</b> Circle of Friends <b>Speech and Language support / advice</b> ACC e.g. Makaton, PECS <b>ICT – Writing with Symbols</b> Additional support for transition e.g. extra visits
Social, emotional and mental health difficulties	<b>Whole school behaviour policy / Whole school rules</b> Whole school reward and sanctions systems <b>Circle Time</b> Lunchtime club <b>PSHE focused work</b> Whole school mindfulness programme <b>SWAN (Social Wellbeing and Nurture) Emotional Toolkit</b> Doodle book <b>Fidget toy</b>	<b>Circle of Friends</b> Nurture mentors <b>Lego Therapy</b> ELSA <b>Calm boxes</b> Peer buddies <b>Pastoral Support Plan (PSP)</b> Boxall Profile Assessment (Nurture team) <b>Play Therapy/Counselling</b> Autism & Communication Team (ASCT) <b>Learning Behaviour Team (LBAT)</b> Ed Psych <b>CAMHS</b>	<b>Individual counselling</b> Individual reward system <b>Social skills training</b> Anger management skills <b>Re-integration programme</b> Peer mentoring <b>Pastoral support plan</b> Time-out <b>Family support groups</b>
Sensory and/or physical	<b>Flexible teaching arrangements</b> Staff aware of implications of physical impairment <b>Use of BSL (British Sign Language)</b> Specialist resources e.g. Writing slopes, <b>Pencil grips, switches, ear defenders</b> Motor skills development in EYFS <b>Improved accessibility of building</b> Moving and handling training <b>Sensory resources</b>	<b>Additional keyboard skills training</b> Additional fine motor skills practice <b>Occupational Therapy referral</b> Ed Psych referral <b>School Nurse referral</b> ASCT referral <b>Physio referral</b>	<b>Physiotherapy programme</b> Occupational therapy programme <b>Motor skills programme</b> ICT e.g. Access to PC with switch <b>Use of appropriate resources e.g. radio aids</b> Signing

## **Appendix 2 - Acronyms**

**AAC** – Augmentative and Alternative Communication  
**ACC** - Augmentative and Alternative Communication  
**ASCT** – Autism and Social Communication Team  
**BSL** – British Sign Language  
**CAMHS** – Children and Adolescent Mental Health Services  
**DREAM** – Daily Reading Engagement Activates Memory  
**EHCP** – Education and Health Care Plan  
**ELSA** – Emotional Learning Support Assistant  
**EP** – Education Psychologist  
**LBAT** – Learning Behaviour Advisory Team  
**MLD** – Moderate Learning Difficulties  
**NELI** - Nuffield Early Language Intervention  
**PECS** – Picture Exchange Communication System  
**PMLD** - profound and multiple difficulties  
**PSP** – Pastoral Support Plan  
**SENAT** - Special Educational Needs Assessment Team  
**SSEN** - Statement of Special Educational Needs  
**SLD** – Severe Learning Difficulties  
**SpLD** - Specific Learning Difficulties  
**SWAN** – Safety, Wellbeing & Nurture