

# Gossops Green Primary School



## Special Educational Needs and Disability (SEND) Policy

Approved by: Local Governing Committee (LGC)
Last Reviewed: November 2025
Next Review: November 2026
Staff Member: SENDCO
Link Governor: Richard Banks



## Contents

1. [Introduction](#)
2. [Aims](#)
3. [Legislation and Guidance](#)
4. [Inclusion and Equal Opportunities](#)
5. [SEND Definition](#)
6. [Roles and Responsibilities](#)
7. [SEN Information Report](#)
8. [Our Approach to SEND Support](#)
9. [Attendance](#)
10. [Safeguarding](#)
11. [Expertise and Training of Staff](#)
12. [Links with External Professional Agencies](#)
13. [Admission and Accessibility Arrangements](#)
14. [Complaints about SEND Provision](#)
15. [Monitoring and Evaluation Arrangements](#)
16. [Links with other Policies and Documents](#)
17. [Appendix 1 – Gossops Green Graduated Approach](#)
18. [Appendix 2 – Acronyms](#)

## 1 Introduction

This policy guides the way Gossops Green Primary School meets the needs of children with special educational needs. Children may have special educational needs either throughout or at any time during their school career.

This policy has been reviewed and updated in line with the revised Special Educational Needs and Disability 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 the 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.

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 the 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

**Our special educational needs and disabilities (SEND) policy aims to:**

- Make sure the school fully implements national legislation and guidance regarding pupils with SEND
- Set out how the school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## 3 Legislation and Guidance

This policy 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

## 4 Inclusion and Equal Opportunities

At Gossops Green Primary school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 5 SEND Definition

### 5.1 Special Educational Needs

Definitions of special educational needs (SEND) are 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.

### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

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.

### 5.3 The Four Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of Need	
<b>Communication and interaction</b>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<b>Cognition and learning</b>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
<b>Social, emotional and mental health</b>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<b>Sensory and/or physical</b>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## **6 Roles and responsibilities**

### **6.1 The SENDCO**

The SENDCO at Gossops Green Primary school is Mrs N Bracknell.

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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and adapted teaching methods appropriate for individual pupils
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Principal and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Principal, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the Principal, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA and Trust in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Principal and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **6.2 The Local Governing Committee (LGC)**

The Local Governing Committee (LGC) is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

### **6.3 The SEND Link Governor**

The SEND link governor is Mr R Banks.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

### **6.4 The Principal**

The Principal will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

### **6.5 Class Teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 and the SEN information report
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

### **6.6 Parents or Carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a termly report on the pupil's progress
- Given a half termly Individual Learning Plan (ILP), detailing the pupil's target focus

The school will take into account the views of the parents or carers in any decisions made about the pupil.

### **6.7 The Pupils**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **7 SEN Information Report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **8 Our Approach to SEND Support**

### **8.1 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

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

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

***Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.***

Potential short-term causes of impact on behaviour or performance will be considered, such as nurture (bereavement). Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, 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.

If a pupil is joining the school, and any of the following apply:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## **8.2 Consulting and involving pupils and parents/carers**

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

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

Teachers will notify parents/carers if it is decided that a pupil will receive special educational provision.

## **8.3 The Graduated Approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the *Graduated Approach*.

### **1. Assess**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

## **2. Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on the pupil's ILP.

Parents/carers will be aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

## **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- the views of the parents/carers and pupils
- the level of progress the pupil has made towards their outcomes
- the views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

## **8.4 Levels of support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs

cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

## **8.5 Evaluating the effectiveness of SEN provision**

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

- Tracking pupils' progress, including using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil reviews
- Monitoring by the Class teacher and/or SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

## **9 Attendance**

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

## **10 Safeguarding**

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

## **11 Expertise and Training of Staff**

Training will regularly be provided to teaching and support staff. The Principal and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **12. Links with external professional agencies**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services (ASCT, LBAT, Early Help)
- Educational Psychologists
- Occupational Therapists
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers
- Social Services

## **13 Admission and accessibility arrangements**

In addition to the admission criteria outlined in our Admissions Criteria 2026 policy, the following procedure will operate for children with SEND:

- Where the children entering the school have already been identified as having SEND the SENDCO will collate and summarise all the information which is sent from other sources
- If this information is not available, the SENDCO will attempt to contact the appropriate sources. The SENDCO will gather information from the parent(s)/carers and the pupil. After an agreed monitoring and assessment period an ILP will be created and implemented, this may include further assessment.

## **14 Complaints about SEND Provision**

Where parents/carers have concerns about the school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in the school should be made to the SENDCO or Principal in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

## **15 Monitoring and Evaluation Arrangements**

We are constantly looking for ways to improve our SEND policy. We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- Pupils' progress once they have been identified as having SEND
- Comments and feedback from pupils and their parents/carers

This policy will be reviewed by the SENDCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Local Governing Committee (LGC)

## **16 Links with Other Policies and Documents**

This policy links to the following documents

- SEN information report
- The local offer
- Admissions Criteria 2026
- Behaviour policy
- Equality and Accessibility policy
- Managing Medicines policy
- Attendance policy
- Safeguarding / Child Protection policy
- 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>

\*EAL pupils to also follow the Graduated Approach, using the Assess, Plan, Do, Review process.

Indicators of Need			
<b>Level 1</b> <b>Child may:</b>		<b>All children receive Quality First Teaching</b> <b>General approaches to implement consistently for a <u>minimum</u> of 6 weeks</b>	
<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>- have EAL*</li> <li>- <b>be anxious/have angry outbursts</b></li> <li>- struggle to self-regulate</li> <li>- <b>have low attendance</b></li> </ul>		<p>High levels of challenge and expectation. <b>Differentiated curriculum planning and engaging activities.</b></p> <p>Formative assessment / effective feedback. <b>In-class targeted teacher /TA support.</b></p> <p>Differentiated questioning / modelling/ explaining. <b>Increased visual aids e.g. Visual timetables.</b></p> <p>Subject specific vocab. <b>Development of metacognitive skills.</b></p> <p>Encouraging independence. <b>Benchmark (Reading assessment).</b></p> <p>First language assessment. <b>Social stories and comic strips.</b></p>	
Cognition and Learning	Communication and Interaction	Social, emotional and mental health difficulties	Sensory and/or Physical
<p><b>Brain breaks/Active breaks</b></p> <p>Use of writing frames</p> <p><b>Use of cloze procedures</b></p> <p>Scaffolded tasks</p> <p><b>Access to ICT, including word processor</b></p> <p>Access to whole school homework clubs</p>	<p><b>Positioning for learning</b></p> <p>Learning through talk and discussion</p> <p><b>Use of simplified or alternative language</b></p> <p>Use of symbols</p> <p><b>Extra support for transitions</b></p> <p>(EYFS)Language Link – screening</p> <p><b>(EYFS)NELI – Early Language Intervention – screening</b></p>	<p><b>Whole school behaviour policy / Whole school rules</b></p> <p>Whole school reward and sanctions systems</p> <p><b>Circle Time</b></p> <p>Lunchtime club</p> <p><b>PSHE focused work</b></p> <p>Whole school mindfulness programme</p> <p><b>SWAN Emotional Toolkit SCARF</b></p> <p>Doodle book</p> <p><b>Fidget toy</b></p>	<p><b>Flexible teaching arrangements</b></p> <p>Staff aware of implications of physical impairment</p> <p><b>Use of BSL</b></p> <p>Specialist resources e.g. Writing slopes, Pencil grips, switches, ear defenders</p> <p><b>Motor skills development in EYFS</b></p> <p>Improved accessibility of building</p> <p><b>Moving and handling training</b></p> <p>Sensory resources</p>

<b>Level 2</b>		<b>General approaches to implement consistently for a <u>minimum</u> of 10 weeks</b>	
<b>Child may:</b>			
<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>		<p><b>Early discussion with SENDCo/Nurture Lead/EAL Lead</b></p> <p>Implement further strategies/assessments – support from the SEND team</p> <p><b>Observations/suggestions from external agencies/liase with EAL link?</b></p> <p>ILP – consider for EAL</p>	
<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, Emotional and Mental Health Difficulties</b>	<b>Sensory and/or Physical</b>
<p><b>Dyslexia Screener</b></p> <p>Coloured paper/overlays</p> <p><b>Non-white screen backgrounds</b></p> <p>SEND assessments and advice</p> <p><b>Catch up programmes – Phonics</b></p> <p>Booster sessions</p> <p><b>Class TA/SEND TA support</b></p> <p>In-class targeted teacher support</p> <p><b>Guided reading focus groups</b></p> <p>Learning mentors</p> <p><b>Peer buddies</b></p> <p>Ed Psych advice/referral</p> <p><b>Precision Teaching</b></p>	<p><b>Teacher/TA support speech and language</b></p> <p>Speech and Language Therapist</p> <p>Language Link</p> <p><b>Speech and language group support</b></p> <p>Speech/Language and Communication Progression Tool(Intervention)</p> <p><b>Ed Psych</b></p>	<p><b>Circle of Friends</b></p> <p>Nurture mentors</p> <p><b>Lego Therapy</b></p> <p>ELSA</p> <p><b>Calm boxes</b></p> <p>Peer buddies</p> <p><b>Pastoral Support Plan (PSP)</b></p> <p>Boxall Profile Assessment (Nurture team)</p> <p><b>Play Therapy/Counselling</b></p> <p>Autism &amp; Communication Team (ASCT)</p> <p><b>Learning Behaviour Team (LBAT)</b></p> <p>Ed Psych</p> <p><b>Child Mental Health Service (CAMHS)</b></p>	<p><b>Additional keyboard skills training</b></p> <p>Additional fine motor skills practice</p> <p><b>Occupational Therapy referral</b></p> <p>Ed Psych referral</p> <p><b>School Nurse referral</b></p> <p>ASCT referral</p> <p><b>Physio referral</b></p>

Level 3 (likely to have a diagnosis) Child may have an EHCP, or considering EHCNA		General approaches	
<ul style="list-style-type: none"> <li>- <b>have significant general academic 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>		<p><b>Yr 6 SATS support</b></p> <p>Individual strategies outlined on Pupil Passport (ILP) and EHCP</p> <p><b>Advice from EP / Specialist teacher</b></p> <p>EAL – refer to ASCT/LBAT. Consider CDC referral</p>	
Cognition and learning	Communication and interaction	Social, emotional and mental health difficulties	Sensory and/or physical
<p><b>Reduced/ increasingly personalised timetable</b></p>	<p><b>Social skills group</b></p> <p>Circle of Friends</p> <p><b>Speech and Language support / advice</b></p> <p>AAC e.g. Makaton, PECS</p> <p><b>ICT – Writing with Symbols</b></p> <p>Additional support for transition e.g. extra visits</p>	<p><b>Individual counselling</b></p> <p>Individual reward system</p> <p><b>Social skills training</b></p> <p>Anger management skills</p> <p><b>Re-integration programme</b></p> <p>Peer mentoring</p> <p><b>Pastoral support plan</b></p> <p>Time-out</p> <p><b>Family support groups</b></p>	<p><b>Physiotherapy programme</b></p> <p>Occupational therapy programme</p> <p><b>Motor skills programme</b></p> <p>ICT e.g. Access to PC</p> <p><b>Use of appropriate resources e.g. radio aids</b></p> <p>Signing</p>

Area of Need	Level 1 Approaches staff can try: Quality First Teaching 6 – 10 weeks watchful waiting	Level 2 Personalised Intensive Approach (Classroom Strategies/ILP) 10 – 12 weeks watchful waiting	Level 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>Catch up programmes – Phonics</b> Booster sessions <b>Class 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>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 (EYFS)</b> 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> AAC 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>

<b>Sensory and/or physical</b>	<p><b>Flexible teaching arrangements</b> Staff aware of implications of physical impairment</p> <p><b>Use of BSL</b> (British Sign Language) Specialist resources e.g. Writing slopes, <b>Pencil grips, switches, ear defenders</b></p> <p>Motor skills development in EYFS</p> <p><b>Improved accessibility of building</b> Moving and handling training</p> <p><b>Sensory resources</b></p>	<p><b>Additional keyboard skills training</b> Additional fine motor skills practice</p> <p><b>Occupational Therapy referral</b> Ed Psych referral</p> <p><b>School Nurse referral</b> ASCT referral</p> <p><b>Physio referral</b></p>	<p><b>Physiotherapy programme</b> Occupational therapy programme</p> <p><b>Motor skills programme</b> ICT e.g. Access to PC with switch</p> <p><b>Use of appropriate resources e.g. radio aids</b> Signing</p>
--------------------------------	---	---	--

## **Appendix 2 - Acronyms**

- AAC** – Augmentative and Alternative Communication
- ASCT** – Autism and Social Communication Team
- APDR** – Assess, Plan, Do, Review
- BSL** – British Sign Language
- CAMHS** – Children and Adolescent Mental Health Services
- CDC** – Child Development Centre
- EHCNA** – Education and Health Care Needs Application
- 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