

AUTISTIC SPECTRUM CONDITIONS

- Specialised assessment and planning tools (eg. SCERTS)
- External specialist agency support (eg. Autism team and specialised autism settings)
- 1-1 and small group interventions
- Access to quiet area
- Additional CPD for staff
- Inclusive teaching within a mainstream class
- Makaton
- PECS
- Intensive interaction
- Visual timetables
- Pupil passport with individualised targets

MULTI-SENSORY IMPAIRMENT

- External specialist agency support (eg. SALT, VI, HI, LD)
- Progress tracked and monitored using CASPA
- Pupil passport with individualised targets
- 1-1 and small group interventions
- Motor skills programmes
- Position in classroom considered
- Structured multisensory programmes (eg. Toe by toe)

VISUAL IMPAIRMENT

- External specialist agency support (eg. VI team)
- Progress tracked and monitored using CASPA
- Pupil passport with individualised targets
- 1-1 and small group interventions
- Specific resources to support need
- Modified resources (eg. Font size)
- Position in classroom considered

MODERATE LEARNING NEEDS

- External specialist agency support (eg. SALT and language development worker)
- 1-1 and small group interventions
- Progress tracked and monitored using CASPA
- Pupil passport with individualised targets

SPECIFIC LEARNING DIFFICULTIES

- External specialist agency support
- Progress tracked and monitored using CASPA
- Specific targets, revision and overlearning
- 1-1 and small group interventions
- Structured multisensory programmes (eg. Toe by toe)
- Pupil passport with individualised targets
- Specific resources to support need

PHYSICAL DIFFICULTIES

- External specialist agency support (eg. Health, occupational therapy and PD team)
- Progress tracked and monitored using CASPA
- Pupil passport with individualised targets
- Individual health care plan
- Whole school is accessible (eg. Ramps and lift)
- Motor skills programmes
- PE adaptations and modifications
- Resources adapted to support need

HEARING DIFFICULTIES

- External specialist agency support (eg. SALT, HI and language development worker)
- Progress tracked and monitored using CASPA
- Pupil passport with individualised targets
- 1-1 and small group interventions
- School nurse and hearing assessments
- Position in classroom considered
- Makaton
- Use of radio aids

SPEECH, LANGUAGE & COMMUNICATION NEEDS

- External specialist agency support (eg. SALT and language development worker)
- Progress tracked and monitored using CASPA
- 1-1 and small group interventions
- Speaking and listening group
- Narrative therapy (Black Sheep Press)
- Position in classroom considered
- Pupil passport with individualised targets

BEHAVIOURAL, SOCIAL & EMOTIONAL NEEDS

- External specialist agency support (eg. ESB and CAMHS)
- Progress tracked and monitored using CASPA
- Pupil passport with individualised targets
- Frequent consultations with parents
- 1-1 and small group interventions
- Learning mentors provide effective pastoral care
- Motivational charts
- Risk assessments

Copthorne
Primary School





Copthorne Primary School



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The Local Offer or Summary of Provision for children and young people with special educational needs or disabilities (SEND)

Copthorne Primary School is a fully inclusive school who believes that there are no limits on learning regardless of gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. This document is intended to provide information regarding the ways in which we ensure we support all of our pupils, including those with SEND. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and modified to meet the changing requirements for individual pupils.

If a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, then we provide the support detailed in the plan.

Our offer at Ranges 1 to 3 for each area of SEN is described below.

At Copthorne we use child centred pupil passports with SMART targets that pupils, parents and staff are all involved in the formulating, reviewing and implementing of. These are shared with all parties and used as a working document by all adults who work with the child.

		Range 1	Range 2	Range 3
Communication and Interaction Needs:	Autistic Spectrum Conditions	Assessment <ul style="list-style-type: none"> Part of normal school and class assessments. SENCo involved in assessment and observations. Planning <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets Parents involved regularly through updates from teacher Pupil involved in setting and monitoring targets Grouping for teaching <ul style="list-style-type: none"> Mainstream class with specific intervention for targets which involve communication and interaction Opportunities for over-learning basic concepts within a small group Human resources and staffing <ul style="list-style-type: none"> Flexible use of resources and staffing available in the classroom Support to promote social skills and interactions with peers and over-learning of basic concepts e.g. precision teaching Support with recording of work Curriculum & teaching methods <ul style="list-style-type: none"> Flexibility will be needed in expectations to follow instructions/ record work Instructions supported by visual, written clues and sign Preparation for any change and the need for clear routines Reduction of complex language especially when giving instructions 	Assessment <ul style="list-style-type: none"> As Range 1 plus use of more detailed NC assessment tools Involvement of educational and non-educational professionals as appropriate Planning <ul style="list-style-type: none"> Curriculum plans reflect levels of achievement and includes individually focused IEP targets, especially Speech and Language components and PSHCE Additional steps taken to involve parents e.g. regular meetings with teacher and SENCo and SENCo keeps parents and pupils informed as appropriate Grouping for teaching <ul style="list-style-type: none"> Mainstream class based, but with some opportunity for small group and individual work to target specific needs involving communication and interaction A quiet area within the classroom may be useful for individual work An individual table/area within the classroom may be helpful for independent working to offer opportunities for distraction free learning Opportunities for one to one support Human resources and staffing <ul style="list-style-type: none"> Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. This may also involve some modification to the environment (low stimulus; distraction-free) Use of support to implement specific materials, approaches and resources as appropriate. E.g. Circle of Friends; Socially speaking, and Social Stories as needed Support from other agencies as appropriate. E.g. Autism Team (SEN Services), Hub schools, SALT Curriculum & teaching methods <ul style="list-style-type: none"> Curriculum access will be facilitated by using a structured approach, which may involve: using visual systems or timetables; reducing language for 	Assessment <ul style="list-style-type: none"> As Range 2 plus more specialised assessment tools. E.g. SCERTs Where appropriate staff and other agencies will offer support as appropriate Planning <ul style="list-style-type: none"> Whole school understanding of pupil's needs Consideration of more specialised planning frameworks. E.G SCERTS Additional step taken to involve parents through networking with other parents and training sessions. EG. Early Bird Grouping for teaching <ul style="list-style-type: none"> Mainstream class with targeted support The need for small group work and one to one to develop individual targets and introduce any new concepts Access to a quiet area within the classroom when needed It is likely that an individual table/work area would be useful to help focus learning and to offer opportunities for distraction free learning Human resources and staffing <ul style="list-style-type: none"> Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding Use of support to implement specific materials, approaches and resources as appropriate e.g. Circle of Friends, Socially Speaking, and Social Stories Support from other agencies as appropriate. E.g... Autism Team (SEN Services), Hub schools, SALT Curriculum & teaching methods <ul style="list-style-type: none"> Curriculum access will be facilitated by using a structured approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching

	Range 1	Range 2	Range 3
		instructions/ information giving <ul style="list-style-type: none"> • Teaching strategies should give consideration to difficulties with transfer of skills • Teaching approaches should take account of difficulties in the understanding of social rules and expectations within the classroom; slow processing of information and organisational issues 	approach should take account of difficulties in understanding the social rules and expectations of the classroom <ul style="list-style-type: none"> • One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations • May need enhanced PSE teaching to ensure skills embedded • Makaton • Intensive interaction • PECs
<u>Glossary of terms; Autistic Spectrum Conditions</u> SALT:- Speech and Language Therapy ACC:- Alternative and Augmentative Communication SCERTS:- Social Communication Emotional Regulation Transactional Support (www.autismspeaks.org) PIVATS:- Performance Indicators for Value Added Targeting ABA:- Applied Behaviour Analysis (www.autismspeaks.org)			
	Range 1	Range 2	Range 3
Speech, Language and Communication Needs	Assessment <ul style="list-style-type: none"> • Part of normal school and class assessments. SENCo involved in assessment and observations. • CASPA graphs used to track and set targets Planning <ul style="list-style-type: none"> • Normal curriculum plans include individual/group targets. • Planning shows opportunities for some small group targeted talk and differentiated questions • Parents informed and involved regularly through updates from teacher involved in supporting targets at home. • Pupils involved in setting and monitoring their targets. Grouping for Teaching <ul style="list-style-type: none"> • Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on 	Assessment <ul style="list-style-type: none"> • As Range 1 plus use of more detailed NC assessment tools e.g. CASPA target setting • Involvement of education and health professionals as appropriate. Planning <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement and includes individually focused IEP targets. • Planning shows evidence of increased opportunities for targeted talk and some individually planned questions • Additional steps taken to engage pupil and parents as appropriate. Grouping for Teaching <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support. • Time limited programmes of small group work based on identified need. E.g. speaking and 	Assessment <ul style="list-style-type: none"> • As Range 2 plus more systematic application of assessment tools. E.g. CASPA target setting • Involvement of education and non-education professionals as appropriate. Planning <ul style="list-style-type: none"> • Curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific. • There are targeted opportunities for talk and individually differentiated questions, shown on planning • Additional steps taken to engage pupil and parents as appropriate e.g. through ICAN materials, parent training or information sessions e.g. Early bird and signet Grouping for Teaching <ul style="list-style-type: none"> • Mainstream class, predominantly working on

		Range 1	Range 2	Range 3
		<p>identified need e.g. listening/ expressive language.</p> <ul style="list-style-type: none"> • Time limited 1:1 programme based on specific need and any SALT programme as appropriate • Attention to position in the classroom and acoustics (See Acoustic Toolkit) <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from SENCO. • Additional adults routinely used to support flexible groupings, differentiation and some 1:1. <p>Additional adults actively support pupils by modifying teacher talk and scaffolding responses during introduction and plenary.</p> <p>Curriculum &Teaching Methods</p> <ul style="list-style-type: none"> • Increased differentiation by presentation and/or outcome e.g. visual aids, modelling responses, allowing time to answer • Simplify level/pace/amount of teacher talk. • High quality use of language modelled by all adults in school • Increased emphasis on identifying and teaching to preferred learning style. • Some use of specific group or 1:1 programmes for speaking and listening 	<p>listening group</p> <ul style="list-style-type: none"> • On going opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate. • Attention to position in the classroom and acoustics <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. <p>Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal</p> <ul style="list-style-type: none"> • Use of support to implement specific materials, approaches and resources as appropriate. E.g. Circle of Friends; Socially speaking, Narrative therapy, Toe By Toe, Time to talk and Social Stories as needed <p>Curriculum &Teaching Methods</p> <ul style="list-style-type: none"> • Increasingly individualised programme including modified tasks within an inclusive curriculum. • Modify level/pace/amount of teacher talk to pupils' identified need. • Teaching methods adapted to suit individual's identified learning style (eg VAK). • Opportunities for explanation, clarification and reinforcement of lesson content and language. • Individual targets within group programmes and/or 1:1 for speaking and listening • Narrative therapy and speaking and listening groups – programmes - black sheep press, time to talk, socially speaking, games for social skills. 	<p>modified curriculum tasks.</p> <ul style="list-style-type: none"> • Frequent opportunities for small group work based on identified need. • Daily opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate. <p>Attention to position in the classroom and acoustics</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. • Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1. <p>Curriculum &Teaching Methods</p> <ul style="list-style-type: none"> • Tasks and presentation personalised to pupil's needs. • Individualised level/pace/amount of teacher talk. • Learning style determines teaching methods. • Emphasis on consolidation and lateral progress before introducing new skills. • Regular opportunities for explanation, clarification and reinforcement of lesson content and language. • Small steps targets within group programmes and/or 1:1 for speaking and listening. • Narrative therapy and speaking and listening groups

Glossary of terms; Speech, Language and Communication Needs

<http://www.wordswell.co.uk/faqs.php>

		Range 1	Range 2	Range 3
Cognition and Learning Needs:	Moderate Learning Needs	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include QFT strategies Parents informed and involved through updates from teacher e.g. day to day contact, parents and children involved in monitoring and supporting their targets. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need e.g. listening/thinking. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice from SENCO. <p>Additional adults routinely used to support flexible groupings and differentiation</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Differentiation by presentation and activity Simplify level/pace/amount of teacher talk. Emphasis on identifying and teaching gaps highlighted by Learning difficulties Baseline assessment. Opportunities for skill reinforcement/revision /transfer and generalisation. 	<p>Assessment</p> <ul style="list-style-type: none"> SENCO involved in more specific assessment and observations. SENCO may seek advice from Educational Psychologist and other educational and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement; progress is tracked via school tracking Additional steps taken to engage pupil and parents. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with enhanced differentiation, regular targeted small group support. Time limited programmes of small group work based on identified need. Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. <p>Advice from Learning difficulties team and Ed Psych is reflected in targets.</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Programme includes differentiated and modified tasks within an inclusive curriculum. Modify level/pace/amount of teacher talk to pupils' identified need. Programmes to consist of small achievable steps. Pre teach concepts and vocabulary Emphasis on using and applying and generalisation of skills. Individual targets within group programmes and/or 1:1 carefully monitored and reviewed. Eg. Toe by toe, alphabet arc, black sheep press, write from the start, jungle journey, time to talk 	<p>Assessment</p> <p>SENCO takes advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate.</p> <p>Planning</p> <ul style="list-style-type: none"> Curriculum plans and progress are closely monitored using school tracker. Targets are individualised, short term and specific. Additional step taken to involve parents <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class, predominantly working on modified curriculum tasks. Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific IEP targets. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. Additional adult, under the direction of the teacher provides sustained targeted support on an individual/group basis. May include withdrawal, carefully monitored. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Tasks and presentation increasingly individualised and modified in an inclusive curriculum Visual cues to support auditory information at all stages of delivery. Individualised level/pace/amount of teacher talk. Ensure transfer and generalisation of skills has occurred before teaching anything new. Small steps targets within group programmes and/or 1:1

	Range 1	Range 2	Range 3
	<u>Glossary of terms; Moderate Learning Needs</u>		
	Range 1	Range 2	Range 3
Specific Learning Difficulties	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. eg teacher observations <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include QFT Parents informed and involved through updates from teacher day to day children involved in monitoring and supporting their targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need e.g. reading. <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice from SENCO. <p>Additional adults routinely used to support flexible groupings, differentiation and some 1:1.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Differentiating for the students identified area(s) of weakness. <p>Cursive Handwriting is introduced as part of a MSL approach.</p>	<p>Assessment</p> <ul style="list-style-type: none"> SENCo uses screening tools and assessment Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement, progress is tracked via school tracking. Additional steps taken to engage pupil and parents. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with regular targeted small group support. Time limited programmes of small group work based on identified need EG Toe by Toe, Beat Dyslexia Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. Advice from LD/EP is reflected in targets. <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. <p>Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Specific multisensory, cumulative, structured programmes to support the acquisition of key literacy cursive handwriting, numeracy and motor 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more in depth assessment of specific areas of need SENCo continues to take advice from education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plans and progress are closely monitored by school tracker. Targets are multi-sensory, individualised, short term and specific. Additional step taken to involve parents <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class, with provision for alternative ways of recording. Frequent opportunities for small group work based on identified need. opportunities for 1:1 support focused on specific targets <p>Identified through assessment, ensuring revision and over learning are incorporated.</p> <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. Additional adult, under the direction of the teacher provides support on differentiated recording tasks.

		Range 1	Range 2	Range 3
			<p>skills. Eg. e.g. See and Learn, Precision Teaching, Back sheep press, Alphabet arc, Toe by Toe, Circle of Friends, beat dyslexia, jungle journey, speed up and write from the start</p> <ul style="list-style-type: none"> differentiated curriculum with some modification and alternative recording programmes including ICT if appropriate. Opportunity for over learning rehearsing and revising in the form of Precision Teaching 	<ul style="list-style-type: none"> May include withdrawal, carefully monitored. Opportunities for reading spelling and writing activities in line with assessment results <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Structured cumulative multisensory programme run on a 1:1 or small group basis as appropriate. Tasks and presentation increasingly individualised and modified in an inclusive curriculum Visual cues to support auditory information at all stages of delivery. Ensure transfer and generalisation of skills has occurred before teaching anything new. Small steps targets within group programmes and/or 1:1

Glossary of terms; Specific Learning Difficulties

Behavioural, Emotional and Social Development	<p>Behavioural, Social and Emotional Needs</p>	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. SENCO and or trained staff may be involved in more specific assessment and observations. Pupil self assessment methods used. Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers, Risk assessments of difficult times of the school day Progress should be a measured change in their behaviour and learning following each review cycle Recognition of learning styles and motivational levers <p>Planning</p> <ul style="list-style-type: none"> Individualised programme of support related to assessments implemented. Key worker identified Parents informed through and involved updates from teacher day to day and supporting their targets. Pupils involved in setting and monitoring their 	<p>Assessment</p> <ul style="list-style-type: none"> As range 1 plus More detailed and targeted observation ie interval sampling Use and analysis of assessment tools Assessment related to intervention strategy Pupil self assessment extended to inform IEP/IBP More detailed recording, monitoring of frequency, intensity, ABCs over a range of contexts Wider assessments for learning/other SEN Determine engagement of necessary education/ non-education support services possibly leading to CAF <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets eg specific behaviour targets related to assessment: consideration of adapted timetable Additional steps taken to engage pupil and parents Identifying non educational input Requires effective communication systems enabling all involved to provide consistent support <p>CAF processes determine holistic support plan</p>	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more systematic application of assessment tools Involvement of education and non-education professionals as appropriate through CAF processes <p>Planning</p> <ul style="list-style-type: none"> Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific More frequent involvement of parent/carer to engage pupil. Access to additional resources are accurately accounted for Prevention placement managed through joint school/PRU support programme Prevention placements co-ordinated by Secondary Panel CAF Multi-agency planning processes specifies contribution of individual services and lead practitioner. Inter-agency communication established and maintained
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		Range 1	Range 2	Range 3
		<p>targets</p> <p>Pupils response to social/ learning environment informs cycle of IEP/IBP formulation and implementation</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with attention paid to organisation and pupil groupings • Opportunities for small group work based on identified need eg listening/thinking/social skills. • Time limited mainstream classroom programme of support, which relates to assessments • Small group work to learn appropriate behaviours and for associated learning difficulties • Individual programme based on specific need <p>A quiet area in the classroom may be useful for individual work</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher staff and resources usually available in the classroom. • Support/advice from SENCo with assessment and planning • Additional adults routinely used to support flexible groupings, differentiation and some 1:1 • Close monitoring to identify “hotspots” • Support for times identified by risk assessments • Close liaison and common approach with parents/carers <p>Curriculum &Teaching Methods</p> <ul style="list-style-type: none"> • In class differentiation of the curriculum and supporting materials enabling full access to the curriculum • Strategies developed staff trained on ‘Team Teach’ and shared with school staff, parent/carer • Increased differentiation by presentation and/or outcome • Simplify level, pace, amount of teacher talk/ instructions • Increased emphasis on identifying and teaching to preferred learning style • Opportunities for skill reinforcement/revision/transfer and generalisation • Some use of specific group or 1:1 programmes <p>Preparation for any change and the need for clear</p>	<p>Grouping for Teaching</p> <ul style="list-style-type: none"> • In addition to the provision at range 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets • Mainstream class with regular targeted small group support • Time-limited programmes of small group work based on identified need <p>On going opportunities for 1:1 support focused on specific IEP targets</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice and support from SENCO and lead as appropriate • Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis • May include withdrawal • Additional daily support provided within school to support learning and behaviour • Increased parental/carer involvement and multi-agency support services to plan and regularly review IEPs PSP • Encouragement and inclusion in an extra curricular activities. <p>Identification of ‘key worker’ with clear specification of role</p> <p>Curriculum &Teaching Methods</p> <ul style="list-style-type: none"> • Modify level/pace/amount of teacher talk to pupils’ identified need. • Individual targets within group programmes and/or 1:1 • Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom • Emphasis on increasing differentiation of activities and materials and take account of individual learning styles • Short term individual support focusing on listening, concentration, social skills, solution focused approaches • Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution 	<p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks • Frequent opportunities for small group work based on identified need • Daily opportunities for 1:1 support focused on specific SEBD/learning targets • PRU prevention placements offers intensive individual and small group support <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate • Daily access to staff in school with experience of SEBD, eg behaviour support worker, lead behaviour professional, SENCo • Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks • Increased access to a combination of individual, small group and whole class activities <p>Curriculum &Teaching Methods</p> <ul style="list-style-type: none"> • Teaching focuses on both curriculum and SEBD outcomes throughout the school day • Tasks and presentation personalised to pupil’s needs. • Individualised level/pace/ amount of teacher talk. • Learning style determines teaching methods • 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations • Small steps targets within group programmes and/or 1:1 work tasks • Targets are monitored with the pupil daily targets • Accessing mainstream lessons for most of the time with complimentary access other internal support arrangements

		Range 1	Range 2	Range 3
		routines.	<ul style="list-style-type: none"> • Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama • Use of programmes such as – time to talk socially speaking and games for social skills 	
Sensory and Physical Needs:	<p><u>Glossary of terms; Behavioural, Social and Emotional Needs</u></p> <p>SEBD: Social Emotional behavioural difficulty PALZ: Organisation to support pupils with Social Emotional behavioural difficulty CAMHS: Child adolescent mental health service IBP: Individual behaviour plan SENCO: Special educational needs coordinator CAF: Common assessment framework</p>			
	Visual Impairment	<p>Assessment and Planning</p> <ul style="list-style-type: none"> • School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect. • Parents informed • Print size of assessment materials considered <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class. • Attention to seating position in classroom <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Quality First Teaching • Full inclusion within mainstream class. • Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. • Teaching materials may need altering depending on need. 	<p>Assessment and Planning</p> <ul style="list-style-type: none"> • School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect. • Additional steps taken to engage pupil and parents. • Print size of assessment materials considered <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class. • Attention to seating position in classroom. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Quality First Teaching • Full inclusion within mainstream class. • Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. • School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil. • Eg.oral descriptions of visual materials 	<p>Assessment and Planning</p> <ul style="list-style-type: none"> • Planning based on current visual performance and prognosis of possible changes. • Additional step taken to involve parents • Print size and presentation of assessment materials considered. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class. • Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Quality First Teaching • Full inclusion within mainstream class. • Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. • Some modification / differentiation of learning materials and curriculum delivery to facilitate access. Eg. Attention to speed of lesson delivery and speed of working of VI pupil.

	Range 1	Range 2	Range 3
	<p><u>Glossary of terms: Visual Impairment</u></p> <p>VI - Visual Impairment</p> <p>CCTV (closed circuit television) - Not a security feature, but a magnifying camera which can enlarge things on a monitor screen so that people with visual impairment can access text. Some are portable and can store images from the board or at a distance, to be viewed on screen.</p> <p>Central vision - What can be seen in colour and detail with the macula, when looking straight at the target.</p> <p>Educationally blind - Not having enough sight to be able to access the curriculum without very significant adaptations (e.g. Braille).</p> <p>Functional Blindness - Vision so severely reduced that a person is unable to function visually and has to use other senses.</p> <p>Partial Sight - Reduced vision: officially visual acuity between 6/60 and 3/60 (registered as partial sight).</p>		
	<p>Hearing Impairment</p> <p>Assessment and Planning</p> <ul style="list-style-type: none"> Part of school and class assessments Normal curriculum plans include individual/group targets Parents informed <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher <p>Agreed joint written Advice from CCG and Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management. Advice given by hospital audiologist.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum 	<p>Assessment</p> <ul style="list-style-type: none"> Part of school and class assessments Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to STDC <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets Additional steps taken to engage pupil and parents <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher <p>Single piece of work on referral:</p> <ul style="list-style-type: none"> Contact family Visit school: <ul style="list-style-type: none"> Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO) Written report circulated to school, family, hospital Additional support if needs change on request from school <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum <p>Teaching methods which facilitate access to the curriculum, social/emotional development and class</p>	<p>Assessment</p> <ul style="list-style-type: none"> Part of school and class assessments May require modification to the presentation of assessments Use of speech audiometry and other specialist tools to assess access to spoken language in class <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics <p>Opportunities for 1:1 and small group work</p> <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher <p>Initial piece of work on referral:</p> <ul style="list-style-type: none"> Contact family Visit school: <ul style="list-style-type: none"> Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO) Written report circulated to school, family, hospital Annual electroacoustic hearing aid checks Monitoring visit to speak to pupil/SENCO Issue radio aid

		Range 1	Range 2	Range 3
			participation	<ul style="list-style-type: none"> • Monitor radio aid use • Up to 6 visits per year from TOD/PIM • Possible input from non-education professionals e.g. SALT Curriculum & Teaching Methods <ul style="list-style-type: none"> • Full inclusion within National Curriculum • Possible differentiation by presentation and/or outcome • Opportunities for explanation, clarification and reinforcement of lesson content and language • Specific interventions for speaking, listening and teaching of phonics • Makaton
	<u>Glossary of terms; Hearing Impairment</u> CCG – clinical commissioning group – This is an NHS organisation set up by the Health and Social Care Act 2012 to organise the delivery of NHS services in England. Used to provide support and advice. STDC – Support team for deaf children TOD – Teacher of the Deaf PIM – Pupil inclusion mentor SALT – Speech and language therapy			

		Range 1	Range 2	Range 3
	Multi-Sensory Impairment	See HI and VI guidance	See HI and VI guidance	<p>Assessment and planning</p> <ul style="list-style-type: none"> • Part of school and class assessments • Visual and hearing assessments • Functional sensory assessment • As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development • Curriculum plan closely tracks levels of achievement • IEP targets are individual, short term and specific • IEP targets jointly formulated and monitored with QTMSI • Additional step taken to involve parents <p>Grouping for teaching</p> <p>Daily opportunities for small group work and individual support to ensure access to new experiences and afford opportunities to complete work, preview and review lessons</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Significant modification to learning materials and curriculum delivery • Individual mobility and independence/life skills programmes <p>Human Resource and Staffing</p> <ul style="list-style-type: none"> • Daily access to individual support, trained to meet the needs of pupils with MSI • Frequent visits from QTMSI • Input from mobility/rehabilitation officer • Input from other educational and non-educational professionals as appropriate • Need for balanced approach to support and intervention to facilitate social inclusion

	Range 1	Range 2	Range 3
	<p><u>Glossary of terms Multi-Sensory Impairment</u></p> <p>MSI – Multi-Sensory Impairment</p> <p>QTMSI – Qualified Teacher Multi-Sensory Impairment</p> <p>Acquired deaf blindness – A combination of visual and hearing impairment which occurs or impacts after the development of a first language.</p> <p>BSL Interpreter - An interpreter who interprets from spoken English to British Sign Language (BSL) and BSL into spoken English (voice over). The interpreter may use Visual Frame (signing within a limited space appropriate to the needs of the deaf blind person's vision) or Hands On/Co-Active tactile signing (see below).</p> <p>Co-active / hands on signing- Deaf blind children or young people may use co-active or ‘hands on’ signing, which involves placing their hands under the hands of the adult to receive information (receptive) or placing their hands over the hands of the adult to give information (expressive)</p>		
Physical Difficulties	<p>Assessment</p> <ul style="list-style-type: none"> Part of settings and Foundation Stage assessments. SENCO may be involved in more specific assessment and observations. Regular review of personal educational plan Pre referral advice from the teaching support service <p>Planning</p> <p>Settings curriculum plans including individual/group targets.</p> <ul style="list-style-type: none"> Parents involved regularly through updates from teacher e.g. day to day or target day meeting and support targets at home <p>Child involved in setting and monitoring their targets.</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible approach to grouping and or some individual work. <p>Circle time activities to help build self esteem.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Pre handwriting assessment and relevant 	<p>Assessment</p> <ul style="list-style-type: none"> As for range one but with advice from teaching support service and possibly health care professionals. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum planning in addition to closely focussed and monitored IEP targets for 10-20% time Additional steps taken to engage pupil and parents e.g. regular meetings with teacher and SENCo and SENCo keeping parents informed as appropriate. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Full inclusion within the National Curriculum Guidance for the Foundation Stage through <u>enhanced</u> use of differentiation and group support. Buddy system <p>Circle time activities to help boost self esteem.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Pre handwriting skills programme Dressing and undressing skills programme. Access to appropriate ICT equipment. May need specialist seating and or furniture 	<p>Assessment</p> <ul style="list-style-type: none"> For mobility and curriculum access to be carried out by both educational and health colleagues. May need specialist seating May need ICT assessment to aid with future curriculum recording. <p>Planning</p> <ul style="list-style-type: none"> Curriculum planning now closely linked to IEP targets. <p>Modified PE/outdoor play curriculum is likely to be needed.</p> <ul style="list-style-type: none"> Additional step taken to involve parents through coffee morning, networking with other parents and training sessions. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream classroom setting. Small group or one to one adult input to practice skills. Individual skills based work may need to take place outside the classroom. Nurture group input may be necessary to help with low self esteem.

	Range 1	Range 2	Range 3
	<p>skills practice</p> <ul style="list-style-type: none"> • Dressing and undressing skills programme. • Access to gross motor skills assessment. <p>May need access to basic equipment such as pencil grips, stubby handled paint brush.</p> <p>Resources</p> <ul style="list-style-type: none"> • Main support from foundation stage practitioners with support from SENCO. • After school activities are available for pupil to help develop skills. E.g. Multi sports, martial arts, dance, arts, rainbows. 	<p>or equipment.</p> <p>Resources</p> <ul style="list-style-type: none"> • Main support from foundation stage practitioners with support from SENCO and or specialist support service when needed • Input from additional adult to provide targeted support under the direction of teacher. • Some support/ supervision may be needed to meet hygiene needs and or outside play and at lunch time 	<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Programme to support pre handwriting and handwriting skills. • Differentiated writing materials and equipment. • Differentiation to PE curriculum. • Dressing and undressing skills programme. • ICT equipment to aid recording and possibly AAC. <p>Will need specialist seating and or furniture or equipment.</p> <p>Resource</p> <ul style="list-style-type: none"> • Flexible uses of classroom support to access curriculum and develop skills in recording. <p>Training and advice from specialist support service for teaching and support staff.</p>
<p><u>Glossary of terms Physical Difficulties</u></p> <p>AAC - Augmentative and alternative communication is an umbrella term that encompasses the communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language. AAC is used by those with a wide range of speech and language impairments, including congenital impairments such as cerebral palsy, intellectual impairment and autism, and acquired conditions such as amyotrophic lateral sclerosis and Parkinson's disease.</p>			

Outside Agencies

Below we have listed some of the outside agencies that may be involved in supporting pupils with SEND

Education services:

Special Educational Needs Support Service, Educational psychology, Small STEPS, Portage (pre-school – home-based), Service for physical disability, Hearing impaired service, Visually impaired service, Education welfare service (attendance), Parent partnership service.

Health/social services:

Speech and language therapy, Occupational therapy, Specialist consultant, General practitioner, Paediatrics, Health visitor, School nurse, Child and adolescent mental health service – CAMHS, Social services, Physiotherapy and Podiatry.

