

This document has been written to support staff and parents to identify how best the pupil's needs can be met through exploring the most appropriate and purposeful provision throughout their time at Putnoe Primary School.

All children and young people are entitled to an education that is appropriate to their needs, promotes high standards and provides them with opportunity to reach their potential, allowing them to achieve their best, become confident individuals and make a successful transition to adulthood (SEND COP, 2014: 6.1)

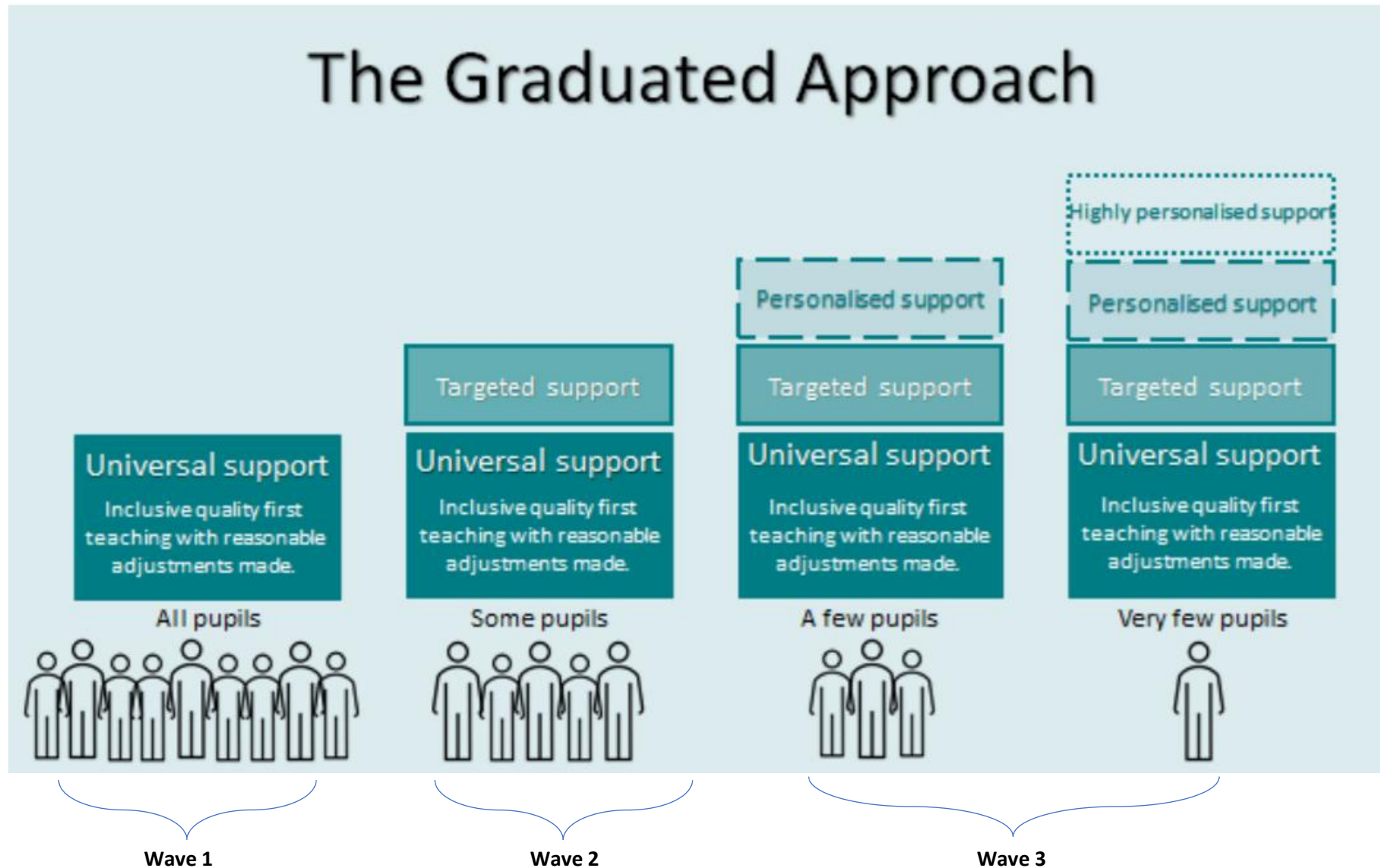
Quality First teaching, which is differentiated and personalised, will meet the needs of the majority of children and young people. Some children and young people require provision that is additional to or different to this. This is special educational provision (Section 21, Children and Families Act, 2014)

In developing this guidance consideration has been given to the principles and processes outlined in the following key documents:

- THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY CODE OF PRACTICE: 0-25 YEARS (2014)
- Bedford Borough Council SEND Support and Provision Guidance 2019
- SLC Toolkit for Schools March 2020

The Graduated Approach expects settings and schools to make full use of all their resources and expertise before accessing increasingly personalised support. By continually monitoring all children, settings and schools can decide on the most appropriate level of support for all children, including those with SEND.

The SEND code of Practice section 6 provides more detail on how staff will provide support for pupils with SEND.(appendix 6)

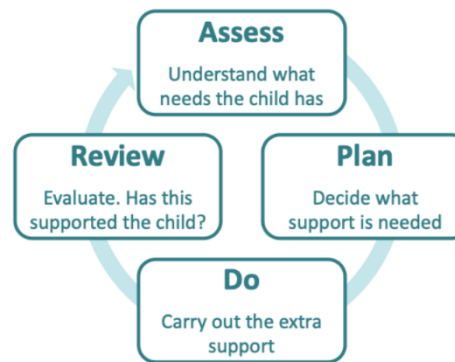


Wave 1 + 2

(Universal Support – Inclusive Quality First Teaching) For most children, Putnoe Primary can support their needs through adjustments made to the quality first teaching. Pupils may need targeted short-term interventions to support them with their learning.

Wave 3

(Targeted SEN Support) For some children, they might need a bit more support to meet their needs. If a child or young person has identified needs, settings and schools should go through a process called The Graduated Approach. The Graduated Approach involves a four-stage process. A half termly support plan will be written for the child to provide them with short term outcomes, these outcomes will be reviewed every half term to see if they have been achieved.



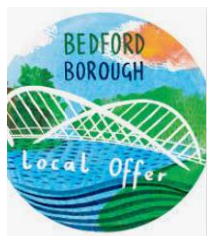
(Personalised SEN Support)

Where it has been identified that a child is not making progress and the gap between them and their peers is significant, the child or young person may be considered to have needs that are complex and long-term. At this stage, the SENCo may discuss with you if an Education, Health and Care Needs Assessment may be supportive. Where agreed, this assessment may lead to an Education Health Care Plan (EHCP).

This is a legal document which outlines what support a child or young person needs, to achieve their desired outcomes and aspirations. Parents or Carers, the setting, school, or educational provider can, at any point in the Graduated Approach, request an Education, Health and Care Needs Assessment.

In schools, where an EHCP is in place, funding may be agreed that is beyond the 12.85 hours of support ordinarily provided. (schools must demonstrate that pupils are having over 12hrs of directed/learning support before a EHCP will be considered.

Further information and advice



Bedford Borough Local offer:- Information and details on how to access Services, Organisations and Activities as well as information on how to access Early Help

<https://localoffer.bedford.gov.uk/>



Borough Parent Carer Forum works alongside Bedford Borough Council (BBC) and the Bedfordshire Clinical Commissioning Group (BCCG) as a strategic partner and critical friend.

The Forum has built strong working relationships and have a trusted role as parent carers of children and young people with Special Educational Needs and/or Disabilities aged 0-25.



SENDIASS Bedford SENDIASS (formerly Bedford SEND Advice) provide a free, impartial, and confidential service to parents and carers of children who have special educational needs and or a disability (SEND). We also offer support to young people with SEN or a disability to help them access the best possible education. Bedford SENDIASS Service aims to encourage partnership between parents, carers, and young people with those responsible for their education and training. Telephone 01234 276267 lines are open Term Time Monday to Friday 9am to 5pm Sendiass@bedford.gov.uk.

DESCRIPTORS RELATING TO A CHILD OR YOUNG PERSON'S NEEDS – Wave 1 Quality First Teaching

Pupils at Wave 2 may feature in an intervention map, as its considered that they need targeted short term interventions to support them with their learning,

(Please note these descriptors have been taken directly from the Bedford Borough Council SEND Support and provision guidance 2019)

Cognition and learning	Social, Emotional and Mental Health Difficulties	Speech and Language needs	Social Communication Difficulties / Autistic Spectrum	Sensory and or Physical needs
<p>The child or young person is operating broadly within the expected range of abilities, but their development / progress may occur at a slower pace than that of other pupils The child or young person may have difficulties in developing early language, literacy, and numeracy skills.</p> <p>They may also have difficulties in the following areas:</p> <ul style="list-style-type: none"> • Memory • Sequencing • Fine and gross motor skills • Organisational skills • Slow processing • Number/phonological awareness <p>The child or young person's difficulties may lead to:</p> <ul style="list-style-type: none"> • Poor self-esteem • Social difficulties • Emotional difficulties • Frustration • Poor concentration 	<p>The child or young person are making progress within the expected range for emotional and social development - they feel that they belong to the school community and have positive relationships with others (adult and peers)</p> <p>Some children or young people may:</p> <ul style="list-style-type: none"> *Show signs of social, emotional and mental health difficulties that affect readiness for learning and require slight adjustment to the curriculum or environment *Occasionally remains on the periphery of activities *Occasionally can seem withdrawn or isolated - Involved in low level distraction and off task behaviour *Difficulties with interpersonal skills * Listening skills, verbal communication * Easily frustrated *Occasional unpredictable or destructive behaviour 	<p>A child or young person:</p> <ul style="list-style-type: none"> • may need time to process and respond to verbal information • may have some difficulty in understanding the main points in teaching – discussions, explanations, teacher-led deliver • may understand a good range of everyday vocabulary but may be less confident with subject specific vocabulary • may require support to use new vocabulary appropriately • may still be developing their ability to work with age-appropriate abstract concepts • may have immaturities that are evident in speech, which can impact on the child or young person's literacy and social skills • may have difficulties pronouncing some sounds • may require support to develop and explain ideas • may need some support to successfully interact with adults and peers 	<p>Uneven profile in National curriculum attainment levels</p> <ul style="list-style-type: none"> • Uneven rate of progress in academic subjects • May have a high level of skill or knowledge in an isolated area • Ability to work within the whole class and on similar tasks to peers with some support • Shows an interest in having friends, requiring some support to establish and maintain this • Responds to recommended strategies • Ability to deal with occasional anxiety and sensory needs (dependent on age, level of need, cognitive ability) • Immature social communication skills, affecting the ability to listen and take turns in groups. Tendency to dominate in conversations, showing limited awareness of listener's needs. Some difficulty with the use and understanding of non-verbal signals. Some literal response to verbal communication • Shows anxiety, needing some reassurance, when routine is changed • May have a special interest affecting ability to stay on task 	<p>Progress is satisfactory, however there is a risk that the child or young person may begin to fall behind</p> <p>Hearing Impairments</p> <ul style="list-style-type: none"> • Occasionally misunderstands. Require reassurance/ reinforcement • Attention can vary. Advantaged by reduction in background noise • Difficulties understanding peers in classroom and on the playground • Absence from school due to ear infections/ hospital appointments. Ear infections can result in intermittent hearing loss <p>Visual impairment</p> <ul style="list-style-type: none"> • May have a recognisable ophthalmic condition which may affect learning • May struggle to copy from the board or produce work using an appropriate handwriting style • May increasingly ask for information to be given verbally <p>Physical needs</p> <p>With adaptations to the environment the pupil can be independent</p> <ul style="list-style-type: none"> • Raised concerns about minor physical difficulties – motor control, acquiring key skills in PE

DESCRIPTORS RELATING TO A CHILD OR YOUNG PERSON’S NEEDS – Wave 3 personalised Support
The pupil will have an *individualised support plan* written for them

(Please note these descriptors have been taken directly from the Bedford Borough Council SEND Support and provision guidance 2019)

Cognition and learning	Social, Emotional and Mental Health Difficulties	Speech and Language needs	Social Communication Difficulties / Autistic Spectrum	Sensory and or Physical needs
<p>The development / progress in learning for a child or young person is at a slower rate and additional support is needed</p>	<p>It is important to consider how a child or young person might presents at home and in school</p> <p>Social, emotional, and mental health difficulties that remain persistent following access to differentiated learning opportunities and strategies employed as part of normal school arrangements</p> <p>Low self-esteem in some areas and needs support to raise confidence and self-belief</p> <p>Displays behaviours that interfere with own learning and with the learning of others</p> <p>Withdrawn and isolated – limited communication, difficulties communicating feelings</p> <p>Poor concentration despite appropriate strategies – Small step approach, breaks between tasks. Often appears distracted and off task</p> <p>Engages in attention-seeking behaviour and regularly seeks approval from adults and peers</p> <p>Poor organizational skills</p> <p>Communicates failure in tasks before starting</p>	<p>Progress is significantly affected in areas of the curriculum, including literacy and numeracy.</p> <p>Discrepancy between progress in English and other core subjects</p> <p>Discrepancy between progress in curriculum areas and general ability</p> <p>Difficulty attending to and understanding verbally presented information – instructions, questions</p> <p>Difficulty in focusing attention. The child or young person may flit between activities and may find it easier to attend to non-language-based tasks</p> <p>Difficulty listening to reading and answering accurately</p> <p>Difficulty attending to others in a group</p> <p>Difficulty understanding abstract concepts (age appropriate)</p> <p>Difficulty in retaining information while processing</p> <p>Word finding difficulties or difficulties in maintaining a topic of conversation</p>	<p>It is important to consider how a child or young person might presents at home and in school</p> <p>Children and young people with these needs may require significant adaptations to be made</p> <p>Uneven profile in National curriculum attainment levels</p> <p>Difficulty in making connections and generalising skills</p> <p>Rate of progress slower than peers in some areas of the curriculum</p> <p>Difficulty responding to adult direction and interpreting social cues</p> <p>Poor understanding of social conventions and expectations, leading to possible social isolation</p> <p>Difficulty with the social use of language, requiring some direct teaching - eye contact, initiating conversations, attention, taking the listener’s perspective</p> <p>Difficulty showing empathy, predicting own response and those of others and a lack of awareness of personal space</p> <p>Literal understanding and inflexibility of thought. Resistant to change.</p> <p>Exhibit signs of distress</p> <p>Unusual special interests. Can exhibit obsessive behaviours</p>	<p>Hearing Impairment</p> <p>Unilateral or Mild bilateral (may be aided)</p> <p>Long term, fluctuating conductive</p> <p>Speech is understood.</p> <p>Communication is spontaneous or at least age appropriate. May require opportunities to develop use and understanding of language</p> <p>Great difficulty adapting to or functioning in unfavourable acoustic environments</p> <p>Slower to process and understand verbal instructions</p> <p>Show signs of increasing fatigue</p> <p>Difficulty in acquiring new vocabulary and concepts</p> <p>Hearing loss may affect social interactions, self- esteem</p> <p>Difficulty in accessing specific listening activities – videos, audio, spelling tests</p> <p>May have delayed language development and difficulties with the perception of some speech sounds especially at the ends of words</p> <p>Visual Impairment</p> <p>Slightly reduced visual acuities in one or both eyes, which could affect learning</p> <p>•Mobility and orientation affected</p>

		<p>The pupil may require support to understand subject specific language Difficulty using language as part of learning task. Difficulty in structuring sentences and expressing thoughts, opinion, and knowledge clearly</p>		<p>It may impact on the pupil's ability to function independently Requires appropriate modifications to curriculum environment May require specialist equipment to access the curriculum - writing/reading slope. May need enlargement/ adaptation to work Difficulties with establishing and maintaining friendships, leading to isolation Physical needs Ability to participate in most activities at a slower pace than peers Progress across the curriculum may be affected by a condition or medication Physical needs may affect their self-esteem / relationships with peers May require reasonable adjustments to be made – wheelchair access Difficulties with gross and fine motor skills, mobility, and orientation Maintain independence in most activities. May require visual cues as reminders Use of specialist aids and equipment May require a medical plan Additional assistance to access the curriculum, manage their condition and move around the school site</p>
--	--	--	--	---

DESCRIPTORS RELATING TO A CHILD OR YOUNG PERSON'S NEEDS – Wave 3 Highly personalised Support

The pupil will have a support plan written for them, with the extra personalised support indicated on the provision map

(Please note these descriptors have been taken directly from the Bedford Borough Council SEND Support and provision guidance 2019)

Cognition and learning	Social, Emotional and Mental Health Difficulties	Speech and Language needs	Social Communication Difficulties / Autistic Spectrum	Sensory and or Physical needs
<p>• The child or young person is attaining at a level significantly below age-related expectation. There is evidence to suggest that the gap between the child or young person and their peers is increasing</p> <p>The pupil has significant and persistent learning difficulties despite access to appropriate learning opportunities and support</p> <p>The pupil may have life-long learning difficulties or disabilities, spanning several areas of development, and require more targeted and specialist intervention</p>	<p>It is important to consider how a child or young person might presents at home and in school</p> <p>Social, emotional and mental health difficulties act as a barrier to learning despite appropriate intervention</p> <p>Difficulty engaging in formal learning</p> <p>Low self-esteem which remains fixed/unchanged despite intervention</p> <p>Frequently off task cannot settle to an activity and can only maintain concentration for short periods of time despite intervention. Engages in work avoidance tactics, refuses to listen, and distracts others</p> <p>Constantly demands attention and seeks approval from others</p> <p>Reduced participation and contributions within class activities</p> <p>Displays lack of trust in adults</p>	<p>Long terms difficulties in making progress with learning and engaging with their class despite quality first teaching and targeted support</p> <p>Discrepancy between language skills and cognitive skills, expressive language skills and receptive language skills</p> <p>Struggles with the pace of learning</p> <p>Difficulty attending in whole class small group and one to one situations. Support needed to attend to verbally presented information</p> <p>Difficulty accessing the curriculum. May require visual representations or signing to support their understanding</p> <p>Delay in responding to spoken language, needs content to be simplified and repeated</p> <p>Poor vocabulary knowledge - new vocabulary and concepts needs specific teaching.</p> <p>Difficulties recalling a sequence of events accurately</p> <p>Poor understanding and use of</p>	<p>It is important to consider how a pupil might presents at home and in school</p> <p>Despite significant adaptations and increased differentiation, the child or young person has not made expected progress towards targets</p> <p>Rigidity of behaviour and thought significantly impact on learning and ability to function</p> <p>Increased focus on planning and organization of the classroom is required to meet needs</p> <p>Increased levels of anxiety are impacting on curriculum access</p> <p>High levels of support are required to ensure access</p>	<p>Hearing Impairment</p> <p>Moderate</p> <p>Severe (aided)</p> <p>Deteriorating conditions Permanent conductive hearing loss associated with a particular syndrome</p> <p>Understood in the educational setting by staff and peers. Communication is enhanced by structure and prompting or may have some delay in the use and understanding of language</p> <p>Uses hearing aid/s. Is advantaged by a reduction in background noise and/or amplification of teaching input</p> <p>Difficulties with literacy. May not benefit from usual approaches to learning</p> <p>May have gaps in vocabulary and general knowledge</p> <p>Processing verbal information may take longer</p> <p>Difficulty with working memory May not take on incidental learning Support to establish and maintain friendships with peers</p> <p>Visual Impairments</p> <p>Corrected distance vision 6/18 or worse in both eyes, which affects learning</p> <p>Nystagmus or visual field defects, which may affect learning</p> <p>A known, deteriorating visual condition</p>

		<p>turn taking, verbal and nonverbal</p> <p>Difficulty using language as part of learning task.</p> <p>Significant speech problems impacting on literacy. Difficult to understand if context not known</p> <p>Struggle with the pace of learning</p>		<p>Visual impairment will have a severe impact on child or young person's ability to function independently</p> <p>May have extreme difficulties in making and maintaining friendships resulting in frequent isolation and disengagement</p> <p>Requires increased differentiation and reasonable adjustments, focusing on auditory attention and position in class and appropriate resources</p> <p>Requires support for speed of working</p> <p>Will require specialist equipment to access the curriculum - writing/reading slope, suitable writing materials, large print materials, low vision aid</p> <p>Physical needs</p> <p>Severe difficulties functioning independently</p> <p>Increasing levels of difficulty. Able to participate in classroom activities, but difficulties in undertaking certain tasks have a significant impact on pace of work</p> <p>Adaptations required to access the curriculum / school environment.</p> <p>May require daily therapy or medical intervention</p> <p>Additional assistance to access the curriculum, manage their condition and move around the school site</p> <p>May require supervision/support for aspects of self-care - toileting, feeding and dressing</p> <p>Specific attention to emotional support needed.</p> <p>Physical difficulties impact on self-esteem and confidence. Concerns regarding social inclusion</p>
--	--	--	--	--

Descriptors related to provision.

Social communication difficulties / Autism spectrum

	SEN SUPPORT	
Quality First Teaching - Wave 1 Short term targeted support Wave 2	Personalised Support Wave 3 Individualised Support Plan	Highly Personalised Support Wave 3
<ul style="list-style-type: none"> ➤ Ongoing Assessment of Plan, Do, Review. ➤ On going dialogue between school staff, pupil/carers in the 4-part cycle. ➤ Pupils’ attainment reviewed in half termly Pupil Progress meetings with Way Forward forms completed by Headteacher / class teacher if appropriate. ➤ CPOMS ➤ Target Tracker ➤ Family Worker – to support families to access support through an Early Help Assessment <p>Appropriate differentiated learning opportunities and reasonable adjustments made to ensure access.</p> <p>Ability to conform with some prompting and adaptations to the curriculum environment.</p> <p>For example</p> <ul style="list-style-type: none"> - Visual timetable (class or personalised) - Now and next board - Seating arrangement in a quiet area of the classroom to minimise distractions. - Consistency of classroom routines, structure, and organisation. <p>Use of pupil’s name or encouragement to stop before instructions given.</p> <p>Staff modify their use of language.</p> <p>Adults monitor the language demands of learning task.</p> <p>Pace of learning</p>	<p>In addition to the provision provided as part of Quality First Teaching.</p> <p>Close support/monitoring by class teacher/ SLT (pupil progress meetings and SENDCo)</p> <p>Where appropriate increased contact with parents/carers via an established process e.g., contact book, weekly updates from staff.</p> <p>In addition to approaches detailed in Q.F.T.</p> <p>Increased opportunity for teacher/parents/pupil to discuss learning and agree appropriate provision. (Way Forward Plan, moving to a Support Plan if no improvement has been made as a result of adjustments made)</p> <p>Staff to follow targets set by SALT / physio</p> <p>Increased level of differentiation and use of reasonable adjustments to ensure access of the curriculum and increased independent learning opportunities.</p> <p>Support to use alternative means of communication, where appropriate</p>	<p>In addition to the provision provided as part of Quality First Teaching and Targeted Support</p> <p><i>At least 12 hours of directed support should be in place for pupils who do not make progress and continue to have difficulties and require personalised intervention.</i></p> <p>In addition to approaches detailed in Q.F.T. and Targeted Support</p> <p>Increased opportunity for teacher/parents/pupil to discuss learning and agree appropriate provision.</p> <p>Research evidence-based intervention used to deliver a highly personalised learning programme. Provision should be monitored by class teacher and SENDCo. Progress and the effect of interventions measured over time.</p> <p>Differentiated and personalised provision, including small group and 1:1 provision.</p> <p>Regular liaison with specialists in relations to specific programmes and targets.</p>

<p>Flexible groupings</p>	<p>Resources available for times of heightened stress and anxiety, including during unstructured times of the day e.g., individual workstation, alternative room.</p> <p>Opportunity to prepare for change in routines.</p> <p>Use of social stories / scripts to promote specific behaviours.</p> <p>Referral to specialists made where appropriate.</p> <p>Intensive transition programme between year groups and school.</p>	<p>Parent/ Carers to attend meetings with specialists, providing an opportunity to share information and to develop a consistent approach.</p> <p>Structured input to playground and unstructured sessions (e.g staff leading parent games)</p>
---------------------------	---	---

Descriptors related to provision.

Physical difficulties

			SEN SUPPORT	
Quality First Teaching Wave 1	Personalised Support Wave 3	Highly Personalised Support		
Short term targeted support Wave 2	Support Plan	Wave 3		
<ul style="list-style-type: none"> ➤ Ongoing Assessment of Plan, Do, Review. ➤ On going dialogue between school staff, pupil/carers in the 4-part cycle. ➤ Pupils' attainment reviewed in half termly Pupil Progress meetings with Way Forward forms completed by Headteacher / class teacher if appropriate. ➤ CPOMS ➤ Target Tracker ➤ Family Worker – to support families to access support through an Early Help Assessment <p>Appropriate differentiated learning opportunities and reasonable adjustments made to ensure access.</p> <ul style="list-style-type: none"> - Seating arrangements - Reduction of background noise - Repetition of instructions - Multi-sensory approach - Additional time provided to complete tasks. - Personal copy of text with modifications where needed (bigger font VI) - May struggle to copy from the board or produce work using an appropriate handwriting style (VI) - May increasingly ask for information to be given verbally (VI) - Additional support during speaking and learning activities. (HI) - Appropriately differentiated learning opportunities and reasonable adjustments made to ensure access. 	<p>In addition to the provision provided as part of Quality First Teaching.</p> <p>Close support/monitoring by class teacher/ SLT (pupil progress meetings and SENDCo)</p> <p>Where appropriate increased contact with parents/carers via an established process e.g., contact book, weekly updates from staff.</p> <p>In addition to approaches detailed in Q.F.T.</p> <p>Increased opportunity for teacher/parents/pupil to discuss learning and agree appropriate provision. (Support Plans) Staff to follow targets set by SALT</p> <p>Increased level of differentiation and use of reasonable adjustments to ensure access of the curriculum and increased independent learning opportunities.</p> <p>Flexible support included for dressing and toileting.</p> <p>Increased level of differentiation, including where necessary small group and 1:1 provision</p>	<p>In addition to the provision provided as part of Quality First Teaching and Targeted Support</p> <p><i>At least 12 hours of directed support should be in place for pupils who do not make progress and continue to have difficulties and require personalised intervention.</i></p> <p>In addition to approaches detailed in Q.F.T. and Targeted Support</p> <p>Increased opportunity for teacher/parents/pupil to discuss learning and agree appropriate provision.</p> <p>Research evidence-based intervention used to deliver a highly personalised learning programme. Provision should be monitored by class teacher and SENDCo. Progress and the effect of interventions measured over time.</p> <p>Differentiated and personalised provision, including small group and 1:1 provision.</p>		

<p>- Appropriate learning resources used across the curriculum; pupils taught to use relevant resources.</p> <p>Advice sought from the Specialist Teachers with specific training and advice provided for staff and parent/carers as advised by specialists. Specialists used to model strategies and approaches.</p>	<p>– opportunity to provide specific reinforcement or skills development activities. Use of equipment – ICT, specialist aids to sustain learning and facilitate access to the curriculum. Support to develop independence skills through mobility and orientation. Opportunities to develop social skills. Preparation of resources – e.g. visual resources to reinforce learning, including new vocab Opportunities to pre-learn and revisit learning. Specialist teaching opportunities e.g. touch typing Support for unstructured times of the day.</p> <p>Referrals to specialist teachers / organisations</p>	<p>Regular liaison with specialists in relations to specific programmes and targets. Parent/ Carers to attend meetings with specialists, providing an opportunity to share information and to develop a consistent approach.</p> <p>Preparation of individual learning materials, where needed, ensuring that these are accessible and available for the pupil either at the same time as the equivalent materials are available to his / her peers or earlier wherever possible. Space for larger papers, equipment, and the like Suitable lightening and seating for specific tasks as needed to access the whole curriculum.</p> <p>Pupils able to access 25% extra time during assessments.</p> <p>Monitoring of the social interactions with others</p>
---	---	---

Descriptors related to provision.

Cognition and Learning

	SEN SUPPORT	
Quality First Teaching Wave 1 Short term targeted support Wave 2	Personalised Support Wave 3 Individualised Support Plan	Highly personalised Support Wave 3
<ul style="list-style-type: none"> ➤ Ongoing Assessment of Plan, Do, Review. ➤ On going dialogue between school staff, pupil/carers in the 4-part cycle. ➤ Pupils' attainment reviewed in half termly Pupil Progress meetings with Way Forward forms completed by Headteacher / class teacher if appropriate. ➤ CPOMS ➤ Target Tracker <p style="text-align: center;">Appropriately different learning opportunities</p> <p>New learning broken down into smaller steps. Instructions simplified and given one at a time. New learning linked to what the child already knows. Range of activities that consider different learning strengths. Tasks, explained, modified, and scaffolded. Multiple examples of new concepts linked to real life experiences. Opportunities for over learning and links to prior learning and real-world situations. Opportunities to pre learn topic-based vocabulary. Homework/independent tasks differentiated to present equal challenges for all. Alternative methods for recording considered. Learning resources accessible to encourage independence. Visual cues and prompts e.g., visual timetable, task plans and writing frames. Mind maps, and word banks to aid memory.</p>	<p>In addition to the provision provided as part of Quality First Teaching.</p> <p>Close support/monitoring by class teacher/ SLT (pupil progress meetings and SENDCo)</p> <p>Where appropriate increased contact with parents/carers via an established process e.g., contact book, weekly updates from staff.</p> <p>In addition to approaches detailed in Q.F.T.</p> <p>Increased opportunity for teacher/parents/pupil to discuss learning and agree appropriate provision. (Support Plans)</p> <p>Increased level of differentiation and use of reasonable adjustments to ensure access of the curriculum and increased independent learning opportunities.</p> <p>Use of in school diagnostic assessments to be in used in school to identify need.</p> <p>Where appropriate referrals to outside specialists</p>	<p>In addition to the provision provided as part of Quality First Teaching and Targeted Support</p> <p><i>At least 12 hours of directed support should be in place for pupils who do not make progress and continue to have difficulties and require personalised intervention.</i></p> <p>In addition to approaches detailed in Q.F.T. and Targeted Support</p> <p>Increased opportunity for teacher/parents/pupil to discuss learning and agree appropriate provision.</p> <p>Increased level of differentiation</p> <p>More time allowed to embed learning before further skills are taught.</p> <p>Smaller steps taken.</p> <p>More opportunities taken for over-learning.</p>

<p>Multi-sensory approach to learning Reducing the amount of information given verbally or visually at any time. Thinking time provided Appropriate pace Participation in short term focused learning provision groups to support them to develop independence and to recognise strategies that work for them. Adaptions made if appropriate – wobble cushions, pencil grips, workstation. Marking and feedback used to celebrate positive aspects and how to move learning on.</p> <p>Consistent use of teaching resources used across the school.</p> <p>Monster Phonics Spelling Shed Times table rockstars White Rose Maths</p> <ul style="list-style-type: none"> ➤ If appropriate Way Forward Identification Sheet completed ➤ Where appropriate short-term targets created and shared with parents as part of a Way Forward Plan ➤ Possible referral to outside agencies / in school assessments completed e.g., speech screener, Early Help Assessment ➤ Where appropriate extra time/ readers provided in SATs 		<p>Explicitly taught to generalise learning.</p> <p>Where appropriate up to 25% additional time given to complete assessments</p>
--	--	---

Descriptors related to provision.

Social, Emotional and Mental Health Difficulties

			SEN SUPPORT	
Quality First Teaching Wave 1			Personalised Support Wave 3	Highly personalised Support Wave 3
Short term targeted support Wave 2			Individualised Support Plan	
<ul style="list-style-type: none"> ➤ Ongoing Assessment of Plan, Do, Review. ➤ On going dialogue between school staff, pupil/carers in the 4-part cycle. ➤ Pupils' attainment reviewed in half termly Pupil Progress meetings with Way Forward forms completed by Headteacher / class teacher if appropriate. ➤ CPOMS ➤ Full time Family Worker ➤ If appropriate an Early Help Assessment to be completed with parents / carers <p><i>Further exploration into underlying difficulties should be considered: Learning difficulties, speech and language and social communication needs</i></p> <p>Positive relationships as modelled by staff. PHSE curriculum that reflects the wider needs of the local community. Appropriately differentiated learning opportunities Ethos and school environment support positive behaviours for learning and successful relationships. Opportunities for pupils to develop independence skills e.g. 3BeforeMe Motivational and inspirational curriculum opportunities Involvement in Pupil Voice groups Opportunities to address SEMH concerns e.g., circle times, peer support system. After school activities and other personal development opportunities School nurse supports with referrals and support. Family Worker, SENDCo and Music Teacher provide 1:1 and group interventions for maximum of 6 weeks. Young carers in-school support</p>			<p>In addition to the provision provided as part of Quality First Teaching.</p> <p>Close support/monitoring by class teacher/ SLT (pupil progress meetings and SENDCo)</p> <p>Where appropriate increased contact with parents/carers via an established process e.g., contact book, weekly updates from staff.</p> <p>In addition to approaches detailed in Q.F.T.</p> <p>Timetabling allows for required intervention to be implemented consistently. Pupils are provided with planned, regular opportunities to develop independent working skills. Targeted interventions linked to area of need and agreed outcome (support plan)</p> <p>Use of in school diagnostic assessments to be in used in school to identify need e.g. Boxall</p> <p>Where appropriate referrals to outside specialists</p> <p>Where appropriate long-term interventions put in place e.g. music therapy</p>	<p>In addition to the provision provided as part of Quality First Teaching and Targeted Support</p> <p><i>At least 12 hours of directed support should be in place for pupils who do not make progress and continue to have difficulties and require personalised intervention.</i></p> <p>In addition to approaches detailed in Q.F.T. and Targeted Support</p> <p>Increased opportunity for teacher/parents/pupil to discuss learning and agree appropriate provision.</p> <p>Research evidence-based intervention used to deliver a highly personalised learning programme. Provision should be monitored by class teacher and SENDCo. Progress and the effect of interventions measured over time. Effects of all interventions will be measured holistically i.e., in relation to the outcomes for the pupil, family and school. This will be recorded as part of an Early Help review</p> <p>Differentiated and personalised provision, including small group and 1:1 provision</p>

Descriptors related to provision.

Speech and learning Difficulties

SEN SUPPORT		
<p>Quality First Teaching Wave 1 Short term targeted support Wave 2</p> <ul style="list-style-type: none"> ➤ Ongoing Assessment of Plan, Do, Review. ➤ On going dialogue between school staff, pupil/carers in the 4-part cycle. ➤ Pupils' attainment reviewed in half termly Pupil Progress meetings with Way Forward forms completed by Headteacher / class teacher if appropriate. ➤ CPOMS <p>Clear routines are taught and reinforced to promote good listening and attentions schools. Visual timetable, and if appropriate individualised timetables and planners. Appropriately differentiated learning opportunities Appropriate learning resources (concrete, visual – talk and writing frames) used across the curriculum. Key vocab explicitly taught. Over learning / pre -teaching Use of questioning techniques. modelling Encouragement to join in classroom discussions. Time to rehearse oral responses. Links between new ideas and previous learning Support to work / play collaboratively with peers in group activities. Clear links to previous learning Opportunities for role play. Collaborative learning interactions Opportunities to participate in a creative curriculum that provides them with a range of 'life experiences.' Seating arrangements with good view of adult to maximise use of nonverbal communication. Use of pupil's name or encouragement to stop before instructions given.</p>	<p>Personalised Support Wave 3 Individualised Support Plan</p> <p>In addition to the provision provided as part of Quality Frist Teaching.</p> <p>Close support/monitoring by class teacher/ SLT (pupil progress meetings and SENDCo)</p> <p>Where appropriate increased contact with parents/carers via an established process e.g., contact book, weekly updates from staff.</p> <p>In addition to approaches detailed in Q.F.T.</p> <p>Increased opportunity for teacher/parents/pupil to discuss learning and agree appropriate provision. (Support Plans) Staff to follow targets set by SALT</p> <p>Increased level of differentiation and use of reasonable adjustments to ensure access of the curriculum and increased independent learning opportunities.</p> <p>Explicitly teach vocabulary, comprehension, and inference, use of language, sentence structures, sequencing, active listening skills and speech sounds</p> <p>Strategies taught to alleviate load on auditory memory and for organising ideas and information.</p>	<p>Highly personalised Support Wave 3</p> <p>In addition to the provision provided as part of Quality First Teaching and Targeted Support</p> <p><i>At least 12 hours of directed support should be in place for pupils who do not make progress and continue to have difficulties and require personalised intervention.</i></p> <p>In addition to approaches detailed in Q.F.T. and Targeted Support</p> <p>Increased opportunity for teacher/parents/pupil to discuss learning and agree appropriate provision.</p> <p>Research evidence-based intervention used to deliver a highly personalised learning programme. Provision should be monitored by class teacher and SENDCo. Progress and the effect of interventions measured over time. Differentiated and personalised provision, including small group and 1:1 provision.</p> <p>Regular liaison with specialists in relations to specific programmes and targets. Parent/ Carers to attend meetings with specialists, providing an opportunity to</p>

<p>Staff modify their use of language. Adults monitor the language demands of learning task. Pace of learning</p> <p>NELI assessment tool used in Reception. Blank level focus learning groups Where appropriate a Speech screener to be completed Where appropriate a referral to Speech and Language is made</p>	<p>Use of in school diagnostic assessments to be in used in school to identify need.</p> <p>Organising the classroom environment to ensure its conducive to developing of basic skills of speaking and listening.</p> <p>Use of task planners to promote independence. Use of verbal bullet points. Personalised bank of key vocabulary</p> <p>Referral to specialists made where appropriate. Where appropriate an additional TA to support with speech targets.</p>	<p>share information and to develop a consistent approach.</p> <p>Structured input to playground and unstructured sessions (e.g staff leading parent games)</p>
---	--	---

