



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

Low Ash Primary School

School mission statement: Through excellence and enjoyment in education for all, we learn, achieve, persevere and succeed.

At Low Ash Primary School we are a fully inclusive school. We believe that every pupil with additional needs, special educational needs and/or a disability has an entitlement to fulfil his or her maximum potential. We recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning.

We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (Regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

Children may have special educational needs that require additional support when progress has slowed or stopped, therefore as a school we have decided to implement a graduated approach based on the [guidance from Bradford Metropolitan District Council's Children's Services for SEN](#).

This is based on a 3 range structure which supports the following areas of need: Autistic Spectrum Condition, Speech, Language and Communication needs, Moderate learning needs, Specific learning needs, Behavioural, social and emotional needs, hearing impairments, visual impairment, multisensory impairment and physical difficulties.

These needs will be supported using an 'Assess-Plan-Do-Review' structure. Individual Education plans (IEPs) may be replaced by a Graduated Approach Plan (GAP) after September 2014. Individual Behaviour Plans (IBPs) may also be replaced by a GAP with specific behaviour targets.

If a child falls into Range 4 or above, they will have a Statement of Special Educational Needs or an Education, Health and Care Plan. The support provided in school will follow the detailed provision in the statement / plan.

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| School Name | Low Ash Primary School |
| Type Of School | Primary: Nursery - Year 6 |
| Accessibility | <ul style="list-style-type: none"> • Fully wheelchair accessible • Adapted / disabled toilets |
| Agencies that can be accessed | <ul style="list-style-type: none"> • Speech and Language therapist • Educational Psychologist • Specialist Advisory Teachers • School Nurse • CAMHS |
| Provision Unique To School | <ul style="list-style-type: none"> • Experienced Inclusion Manager/Senco (National SENCO Award holder) • Experienced team of teaching assistants, particularly in Autism • Learning Mentor • Parental Involvement Worker- Family Link trained |
| Consultation with Parents | <p>School has an open door policy. Parents and Carers are welcome to make an appointment at the office to speak to a member of staff.</p> <p>When a child is placed on the SEN register, they become involved in the graduated approach of the assess, plan, do and review system. Parents will be involved at all stages of this system.</p> <p>For further details of SEN processes in school, please see the Inclusion (incorporating SEND) Policy, the Accessibility Policy, the SEN Procedures Flow Chart (available on Low Ash Primary School website)</p> |
| Before.After school activities | <p>SEN children can access all extra-curricular activities as well as childcare provisions. This may include additional adults or other resources needed to support your child to access the activity.</p> |

At Low Ash Primary School, our school offer at Ranges 1 to 3 for each area of SEN is described below.

| | Range 1 | Range 2 | Range 3 |
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| Communication and Interaction Needs: | <p>Autistic Spectrum Conditions</p> <p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. SENCo may be involved in more specific assessments and observations <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets Parents involved regularly and support targets at home Pupil involved in setting and monitoring targets <p>Do:</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with specific support for targets which involve communication and interaction <p>Opportunities for over-learning basic concepts within a small group</p> | <p>Assessment</p> <ul style="list-style-type: none"> As Range 1 plus use of more detailed NC assessment tools e.g. B Squared Involvement of education and non-education professionals as appropriate Curriculum plan reflects levels of achievement; progress is tracked via school tracking or CASPA. <p>Planning</p> <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 and pupil as appropriate <p>Do:</p> <p>Grouping for teaching</p> <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 as | <p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more specialised assessment tools. E.g. SCERTs, TEACCH. Curriculum plan reflects levels of achievement; progress is tracked via school tracking or CASPA. Where appropriate staff and other agencies will offer support as appropriate IEP/GAP targets reviewed every term. New targets set <p>Planning: As Range 2 plus:</p> <ul style="list-style-type: none"> Whole school understanding of pupil's needs Consideration of more specialised planning frameworks. E.G SCERTS, TEACCH to prepare for the school day Parents involved regularly and support targets at home. Parents invited to IEP review <p>Do:</p> <p>Grouping for teaching</p> <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 Access to an individual table/work area to help focus learning and to offer opportunities for distraction free learning if required |

| | Range 1 | Range 2 | Range 3 |
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| | <p>Human resources and staffing</p> <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 • Support with recording of work <p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • Flexibility in expectations to follow instructions/ record work • Instructions supported by visual and written clues • Preparation for any change and the need for clear routines • Reduction of complex language especially when giving instructions | <p>appropriate</p> <p>Human resources and staffing</p> <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. Turn Taking; working to a timescale; Socially Speaking; use of Social Stories, as required • Support from other agencies as appropriate. E.g. Autism Team (SEN Services), Hub schools, SALT <p>Curriculum & teaching methods</p> <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 instructions/ information giving • Teaching strategies should give consideration to difficulties with transfer of skills - need for prior teaching of vocabulary; repetition of tasks, time to rehearse, over learning • 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 | <p>Human resources and staffing</p> <ul style="list-style-type: none"> • Additional training of staff to support curriculum modifications and social interaction, social communication, social understanding and environment modifications • Use of support to implement specific materials, approaches and resources as appropriate E.g. Turn Taking; working to a timescale; Socially Speaking; use of Social Stories, • Support from other agencies as appropriate. E.g. Autism Team (SEN Services), Hub schools, SALT <p>Curriculum & teaching methods</p> <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 instructions /information giving • Teaching strategies should give consideration to difficulties with transfer of skills; time for prior teaching of vocabulary; repetition of tasks, time to rehearse, over learning • Teaching approaches should take account of difficulties in understanding the social rules and expectations of the classroom • One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations slow processing of information and organisational issues • May need enhanced PSE teaching to ensure skills embedded |

| | Range 1 | Range 2 | Range 3 |
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| | <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. | <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • If an IEP/GAP is in place, it will be reviewed every term with parents | <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • IEP/GAP targets will be reviewed every term with parents. New targets set. |
| Speech, Language and Communication Needs | <p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. SENCO may be involved in more specific assessment and observations. <p>Planning</p> <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 involved regularly and support targets at home. • Pupils involved in setting and monitoring their targets. <p>Do</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on | <p>Assessment</p> <ul style="list-style-type: none"> • As Range 1 plus use of more detailed NC assessment tools e.g. B Squared • Involvement of education and health professionals as appropriate. • Curriculum plan reflects levels of achievement; progress is tracked via school tracking or CASPA. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement and includes individually focused IEP/GAP targets. • Planning shows evidence of increased opportunities for targeted talk and some individually planned questions; group work, Guided Reading talking session • Additional steps taken to engage pupil and parents as appropriate. <p>Do</p> <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 | <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. • IEP/GAP targets reviewed every term. New targets set • Curriculum plan reflects levels of achievement; progress is tracked via school tracking or CASPA. <p>Planning: As Range 2 plus:</p> <ul style="list-style-type: none"> • Curriculum plan closely tracks levels of achievement and all IEP/GAP 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 • Parents involved regularly and support targets at home. Parents invited to IEP review <p>Do</p> <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 |

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| | <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. LDT) <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 as appropriate Additional adults actively support pupils by modifying teacher talk and scaffolding responses during introduction and plenary. <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 as required <p>Review</p> <ul style="list-style-type: none"> Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. | <p>based on identified need.</p> <ul style="list-style-type: none"> On-going opportunities for 1:1 support focussed 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. Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal <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. <p>Review</p> <ul style="list-style-type: none"> Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. If an IEP/GAP is in place, it will be reviewed every term with parents | <p>based on identified need.</p> <ul style="list-style-type: none"> Daily opportunities for 1:1 support focused on specific IEP/GAP 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 education and non-education professionals, as appropriate. Additional adult, under the direction of the teacher to support 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. <p>Review</p> <ul style="list-style-type: none"> Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. IEP/GAP targets will be reviewed every term with parents. New targets set. |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cognition and Learning Needs:</p> <p>Moderate Learning Needs</p> | <p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments, e.g. LD Baseline <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include QFT strategies Parents and children involved in monitoring and supporting their targets. <p>Do</p> <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. Additional adults routinely used to support flexible groupings and differentiation | <p>Assessment</p> <ul style="list-style-type: none"> As Range 1 plus SENCO may be involved in more specific assessment and observations: e.g. B Squared specific screening tools SENCO may seek advice from education and non-education professionals as appropriate. Curriculum plan reflects levels of achievement; progress is tracked via school tracking or CASPA. <p>Planning.</p> <ul style="list-style-type: none"> Pupil and parents are involved as above <p>Do</p> <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. 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. Additional adult, under the direction of teacher, provides sustained targeted support | <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. IEP/GAP targets reviewed every term. New targets set SENCO takes advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate. Curriculum plan reflects levels of achievement; progress is tracked via school tracking or CASPA. <p>Planning: As Range 2 plus:</p> <ul style="list-style-type: none"> Targets are individualised, short term and specific. Parents involved regularly and support targets at home. Parents invited to IEP review <p>Do</p> <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/GAP targets. 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 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 |

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| | <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Differentiation by presentation, activity and/or outcome. • Simplify level/pace/amount of teacher talk. • Emphasis on identifying and teaching gaps highlighted by LD Baseline assessment. • Opportunities for skill reinforcement/ Revision /transfer and generalisation. <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. | <p>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"> • 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 1:1carefully monitored and reviewed. <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • If an IEP/GAP is in place, it will be reviewed every term with parents | <p>withdrawal, carefully monitored.</p> <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 <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • IEP/GAP targets will be reviewed every term with parents. New targets set. |
| Specific Learning Difficulties | <p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. eg LD baseline and teacher observations | <p>Assessment</p> <ul style="list-style-type: none"> • SENCO uses screening tools (eg Madeleine Portwood / Aston Index / Bangor / LUCID COPS / GL assessment etc) • Involvement of education and non-education professionals as appropriate. • Curriculum plan reflects levels of achievement; progress is tracked via school tracking or CASPA. | <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. • IEP/GAP targets reviewed every term. New targets set • Curriculum plan reflects levels of achievement; progress is tracked via school tracking or CASPA. |

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| | <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include QFT • Parents and children involved in monitoring and supporting their targets. <p>Do</p> <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. • Additional adults routinely used to support flexible groupings, differentiation and some 1:1. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Differentiating for the students identified area(s) of weakness. • Dyslexia friendly school strategies and IDP strategies • Cursive Handwriting is introduced as part of an individualised approach. | <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement, progress is tracked via school tracking. • Pupil and parents are involved as above. <p>Do</p> <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. • 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. • 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"> • Specific multisensory, cumulative, structured programmes to support the acquisition of key literacy, cursive handwriting, numeracy and motor skills. • Differentiated curriculum with some modification and alternative recording programmes including ICT if appropriate. | <p>Planning: As Range 2 plus:</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. • Parents involved regularly and support targets at home. Parents invited to IEP/GAP review IEP/GAP targets reflect agency advice <p>Do</p> <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 identified through assessment, ensuring revision and over learning are incorporated. <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. • 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. • Opportunity for over learning, rehearsing |

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| | <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • If an IEP/GAP is in place, it will be reviewed every term with parents | <p>Opportunity for over learning, rehearsing repetition of skills and revising.</p> <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • If an IEP/GAP is in place, it will be reviewed every term with parents | <p>repetition of skills</p> <ul style="list-style-type: none"> • Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within group programmes and/or 1:1 <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • IEP/GAP targets will be reviewed every term with parents. New targets set. |
| Behavioural, Social and Emotional Needs | <p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. SENCO and or NPSLBA 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, - Visual Timetable/Behaviour Chart • Risk assessments of difficult times of the school day - Visual Timetable/Behaviour Chart • 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. • Parents involved regularly and support targets at home • 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/GAP • More detailed recording, monitoring of frequency, intensity, ABCs over a range of contexts • Wider assessments for learning/other SEN/ CASPA graphs • Determine engagement of necessary education/ non-education support services possibly leading to CAF/SEBD support and advice <p>Planning</p> <ul style="list-style-type: none"> • Individualised programme of support related to assessments implemented. Key worker identified • Curriculum plan reflects levels of achievement and includes individually focused | <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/SEBD support and advice • IEP/IBP/GAP targets reviewed every term. New targets set. Targets reflect SEBD advice and CAF next steps <p>Planning As Range 2 plus:</p> <ul style="list-style-type: none"> • IBP closely tracks levels of achievement and all IBP targets are individualised, short term and specific • More frequent involvement of parent/carer to engage pupil. Reward systems involve parents and |

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| | <p>targets</p> <ul style="list-style-type: none"> • Pupils response to social/ learning environment informs cycle of IEP/IBP formulation and implementation <p><u>Do</u> 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 • A quiet area in the classroom may be useful for individual work <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher staff and resources usually available in the | <p>IBP/GAP targets eg specific behaviour targets related to assessment: consideration of adapted timetable</p> <ul style="list-style-type: none"> • Additional steps taken to engage pupil and parents as appropriate • Identifying non educational input: use of rewards, time out, job motivators and praise for appropriate behaviour. • All targets to be linked to school's Behaviour Policy • Effective communication systems with staff and parents enabling all involved to provide consistent support • CAF processes determine holistic support plan, if required • Pupils response to social/ learning environment informs cycle of IEP/IBP formulation and implementation <p><u>Do</u> Grouping for Teaching</p> <ul style="list-style-type: none"> • As Range 1 plus: identified regular/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 • On going opportunities for 1:1 support focused on specific IBP targets • Individual programme based on specific need <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice and support from SENCO and/or NPSLBA lead as appropriate | <p>home</p> <ul style="list-style-type: none"> • Access to additional resources are accurately accounted for (PP support?) • Prevention placement managed through joint school/SEBD /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 • Parents involved regularly and support targets at home. Parents invited to IEP review • Parents involved in CAF reviews <p><u>Do</u> Grouping for Teaching</p> <ul style="list-style-type: none"> • As range 2 Plus: 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 • Implementation of advice from SEBD/Ed P in IBP/GAP 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 |

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| | <p>classroom.</p> <ul style="list-style-type: none"> • 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 • Work with Learning Mentor to support behaviour needs • Behaviour Plans/Charts completed daily if required and reviewed by chosen staff member regularly and shared with parent <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 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 • Preparation for any change and the need for clear routines. | <ul style="list-style-type: none"> • Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis • May include withdrawal for timed periods • 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. • Identification of 'key worker' with clear specification of role • Work with Learning Mentor to support IBP targets • Behaviour Plans/Charts completed daily if required and reviewed by chosen staff member regularly and shared with parent <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 • Consideration of an alternative, | <ul style="list-style-type: none"> • Daily access to staff in school with experience of SEBD, eg behaviour support worker, lead behaviour professional, PIM, SEBD team, 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 • Behaviour Plans/Charts completed daily if required and reviewed by chosen staff member regularly and shared with parent <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 to LSU or other internal support arrangements • PRU prevention placements |

| | Range 1 | Range 2 | Range 3 |
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| | <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • Behaviour Plans/Charts reviewed by chosen staff member regularly and shared with parent | <p>differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama</p> <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • Behaviour Plans/Charts reviewed by chosen staff member regularly and shared with parent • If an IBP/GAP is in place, it will be reviewed every term with parents | <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • Behaviour Plans/Charts reviewed by chosen staff member regularly and shared with parent • IBP/GAP targets will be reviewed every term with parents. New targets set. |
| Sensory and Physical Needs: | <p>Hearing Impairment</p> <p>Assessment</p> <ul style="list-style-type: none"> • Part of school and class assessments • Normal curriculum plans include individual/group targets • SENCo may request School Nurse advice and assessment <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include individual/group targets <p>Do</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class • Attention to seating, lighting and acoustics | <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 • SENCo may request School Nurse advice and assessment <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include individual/group targets <p>Do</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class • Attention to seating, lighting and acoustics • Introduce a "Buddy" support network from peers | <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 • If an IEP/GAP is in place, targets reviewed every term. New targets set • <p>Planning As Range 2 plus:</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement and includes individually focused IEP/GAP targets • Parents involved regularly and support targets at home. Parents invited to IEP/GAP review <p>Do</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class • Attention to seating, lighting and acoustics • Opportunities for 1:1 and small group work |

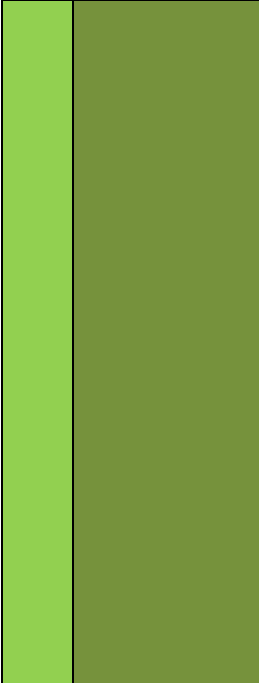
| | Range 1 | Range 2 | Range 3 |
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| | <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher • Contact with family: discussion on need and support at home • Agreed joint written Advice from Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management. Advice given by hospital audiologist. • Possible input from non-education professionals e.g. SALT <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Full inclusion within National Curriculum <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • If a Medical/Care Plan is in place it will be reviewed at termly intervals or as appropriate | <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher • Implement advice from STDC/School Nurse • STDC to visit school: 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 • Possible input from non-education professionals e.g. SALT <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Full inclusion within National Curriculum • Teaching methods which facilitate access to the curriculum, social/emotional development and class participation <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • If an IEP/GAP is in place, it will be reviewed every term with parent • If an IEP/GAP/Medical/Care Plan is in place it will be reviewed at termly intervals or as appropriate | <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher • Implement advice from STDC/School Nurse • STDC to visit school: 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 electro-acoustic hearing aid checks • Monitoring visit to speak to pupil/SENCO • Issue radio aid/Monitor radio aid use • Up to 6 visits per year from TOD/PIM • Possible input from non-education professionals e.g. SALT <p>Curriculum & Teaching Methods</p> <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 • Implementation of agency advice in IEP/Care Plan <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • IEP/GAP will be reviewed every term with parent • If a Medical/Care Plan is in place it will be reviewed at termly intervals or as appropriate |
| Visual Impair- | Assessment | Assessment | Assessment |

| | Range 1 | Range 2 | Range 3 |
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| ment | <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 consulted about concerns: School Nurse advice obtained if required. Referral with parental consent if appropriate <p>Planning</p> <ul style="list-style-type: none"> • Class teacher to be aware of need and position child appropriately in class • Access to different fonts, size of font, flip chart backgrounds <p>Do</p> <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. | <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 involved and referral made to School nurse <p>Planning</p> <ul style="list-style-type: none"> • Class teacher aware of need and position child appropriately in class • Access to different fonts, size of font, flip chart backgrounds • Access to a variety of support tools, overlays, coloured paper, different writing tools, writing slopes <p>Do</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class. • Attention to seating position in classroom. • Access to different fonts, size of font, flip chart backgrounds • Access to a variety of support tools, overlays, coloured paper, different writing tools, writing slopes <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 to implement basic adaptations to curriculum delivery and | <ul style="list-style-type: none"> • All staff aware of need. • Advice from Visual Impairment support agencies <p>Planning As Range 2 plus: Planning based on current visual performance and prognosis of possible changes.</p> <ul style="list-style-type: none"> • IEP/GAP targets reviewed every term. New targets set • Parents involved regularly and support targets at home. Parents invited to IEP/GAP review <p>Do</p> <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class. • Attention to seating position in classroom. • Access to different fonts, size of font, flip chart backgrounds • Access to a variety of support tools, overlays, coloured paper, different writing tools, writing slopes • May need to modify lighting • 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 |

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| | <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. | <p>materials to facilitate access for a visually impaired pupil. Eg.oral descriptions of visual materials</p> <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • If a Medical/Care Plan is in place it will be reviewed at termly intervals or as appropriate | <p>facilitate access. Eg. Attention to speed of lesson delivery and speed of working of VI pupil.</p> <ul style="list-style-type: none"> • Use of ICT / scribe for recording • Extra time given in assessments <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • IEP/GAP to reflect advice from visual Impaired support agencies. Reviewed every term with parent • If a Medical/Care Plan is in place it will be reviewed at termly intervals or as appropriate |
| Multi-Sensory Impairment | See HI and VI guidance | See HI and VI guidance | <p>Assessment and planning As Range 2 plus:</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/GAP targets reviewed every term. New targets set • IEP/GAP targets are individual, short term and specific • Parents involved regularly and support targets at home. Parents invited to IEP/GAP review <p>Do</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Daily opportunities for small group work and individual support to ensure access to new |

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| | | | <p>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 QT in MSI • 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 <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. <ul style="list-style-type: none"> • Medical/Care Plan reviewed at termly intervals or as appropriate • Medical training will be arranged by the SENCo and implements as appropriate - at least annually |
| 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 Medical/Care Plan / IEP • Pre referral advice from the teaching support service <p>Planning</p> | <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> | <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. • Medical/Care Plan / IEP /GAP targets reviewed every term. New targets set <p>Planning As Range 2 plus:</p> |

| | Range 1 | Range 2 | Range 3 |
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| | <ul style="list-style-type: none"> Settings curriculum plans include individual/group targets. Parents/carers involved regularly and support targets at home. <p>Child involved in setting and monitoring their targets.</p> <p>Do</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible approach to grouping and or some individual work. Circle time activities to help build self esteem. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Pre handwriting assessment and relevant skills practice 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. | <ul style="list-style-type: none"> Normal curriculum planning in addition to closely focussed and monitored Medical/Care Plan / IEP/GAP targets for 10-20% time Risk Assessments to note need and provide support to enable access to events <p>Do</p> <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 Circle time activities to help boost self esteem. <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 or equipment. <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 | <ul style="list-style-type: none"> Curriculum planning now closely linked to Medical/Care Plan /IEP/GAP targets. Modified PE/outdoor play curriculum is likely to be needed. Risk Assessments to note need and provide support to enable access to events Parents involved regularly and support targets at home. Parents invited to IEP/GAP review <p>Do</p> <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. <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>Resources: as Range 2 plus</p> <ul style="list-style-type: none"> Flexible use of classroom support to access curriculum and develop skills in recording. Training and advice from specialist support service for teaching and support staff. |

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|  | <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • If a Medical/Care Plan is in place it will be reviewed at termly intervals or as appropriate | <p>teacher.</p> <ul style="list-style-type: none"> • Some support/supervision may be needed to meet hygiene needs and or outside play and at lunch time <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • If an IEP is in place, it will be reviewed every term with parent • If a Medical/Care Plan is in place it will be reviewed at termly intervals or as appropriate • Medical training will be arranged by the SENCo and implements as appropriate - at least annually | <p>Review</p> <ul style="list-style-type: none"> • Targets reviewed through: Pupil Progress meetings with SLT; assessment tracking; achievement against personal targets and Parent communication and consultation. • IEP/GAP will be reviewed every term with parents. Targets to reflect advice from medical agencies • Medical/Care Plan will be reviewed at termly intervals or as appropriate • Medical training will be arranged by the SENCo and implements as appropriate - at least annually |