



**Keystone Academy Trust**

**SEN Information Report  
Bourne Westfield Primary Academy and  
Nursery**

Reviewed September 2021		

## **What is an SEN Information Report?**

A Special Educational Needs (SEN) Information Report should help children, young people and their families understand the support and provision available to children and young people with special educational needs and/or disability (SEND) in a school.

The Children and Families Act 2014 sets out in law that all children, young people and their families can access the right support and provision to meet their needs. The SEN Information Report should therefore help families to make good choices about what provision and support is best for their child. Throughout the duration of a school placement, the SEN Information Report should continue to be a source of information about how the setting implements its SEND Policy.

Our Keystone Academy Trust SEN Information Report should answer all the questions that you may have about how we meet the needs of our pupils with special educational needs and/or disabilities. As a Trust, we have the same high aspirations for all our pupils, and so our policies and procedures are the same across each school. However, each school within our Trust has its own distinct personality, and so each school's SEN Information Report will be slightly different.

## **What is a 'Special Educational Need' (SEN)?**

A Special Educational Need (SEN) is a difficulty or barrier that affects a child's ability to learn and to access the curriculum.

According to the SEND Code of Practice 2015:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

## **What is a disability?**

A Disability is a long term health condition which causes a difficulty or barrier to learn or to access the curriculum.

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

## **Who do I speak to if I think my child has special educational needs and/or a disability or if they already have been identified as having SEND?**

If you have any general concerns about your child, you should always speak with your child's class teacher or key worker in the first instance, as they will probably be able to give you the information that you need. If you have some more specific questions relating to Special Educational Needs (SEN) which the teacher is unable to answer, then you will need to speak with the Special Educational Needs Co-ordinator (SENCo). Class teachers and staff will also speak with the SENCo if they have any concerns about your child.

### **What is a SENCo?**

The SENCo is responsible for anything relating to 'Special Educational Needs and Disabilities' (SEND) within the school. They make sure that any special educational needs are identified and that the right support is put in place to help our pupils. Other duties include:

- Supporting staff
- Supporting parents/carers
- Making referrals to Outside Agencies
- Linking with Outside Agencies, gathering advice and making sure that it is put in place
- Providing the correct help and equipment for pupils
- Linking with other schools to support transitions
- Linking with the SEND Team at the Local Authority

### **Who is the SENCo at the school and how can they help?**

The SENCo at our school is Mrs Sharon Humphreys. Mrs Natasha Binns is also a SENCo and works part time to support Mrs Humphreys. Mrs Amy Burton oversees SEND provision in our nursery setting. You can either telephone or email the nursery or school to make an appointment should you wish to speak with them about your child.

Mrs Humphreys, Mrs Binns and Mrs Burton will be able to offer advice about how to identify if your child has any special educational needs and what support they might need. They can make direct referrals to many Outside Agencies and lead multi-agency meetings to make sure that your child's needs are met in school. They can also provide advice about any family needs and suggest who can help.

## **How will you know if my child has a special educational need and/or disability?**

The SENCo in agreement with the Headteacher and class teacher/key worker, will make the decision that a child has SEN and needs extra support to help them to learn. This is not a medical diagnosis, only a recognition that the child is finding it harder to learn than other children of the same age, despite extra support. The child will be placed on our 'Special Educational Needs and Disability (SEND) Register' in discussion with parents/carers so that we can outline the support that they need. You can read our school's SEND policy for more information, which can be found on our school's website.

## **What is a SEND Register?**

This is a list of all the pupils in the school and class who have special educational needs (SEN) and/or a disability. This makes it easier for the SENCo and staff to monitor those pupils who need extra help.

If your child is placed on the SEND Register, then they will start to receive extra help. This will be set out on an Individual Education Plan (IEP) so that you can see what help your child is receiving and how often.

Some pupils with significant needs will always be on the SEND Register because they will always need help. Other pupils may only need help for a short amount of time and if they no longer need any help, then they will be removed from the SEND Register in discussion with parents/carers.

## **How do I get a 'diagnosis' for my child?**

Pupils do not receive a 'diagnosis' of special educational needs. Pupils only receive a diagnosis if they have a specific difficulty. A specific difficulty is something that can be identified by an expert/medical practitioner, to be a particular barrier to learning, such as Dyslexia, a social communication need, ADHD or a medical need. (This is not an exhaustive list)

If you are concerned that your child has a specific difficulty such as ADHD or Autism, the SENCo can make a direct referral to the Community Paediatrician based at the school's local hospital. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information and an assessment may begin.

If you are concerned that your child has a learning difficulty such as Dyslexia, the SENCo can make a referral to a Specialist Teacher. Our school buys in the services of a Specialist Teacher from the Local Authority. She can identify if a pupil has difficulties consistent with Dyslexia and provide advice about how best to support their needs.

If you are concerned that your child has a speech and language difficulty, the SENCo can make a referral to the 'Speech and Language Therapy Service' (SALT). A therapist may then assess and identify if your child has a specific speech and/or language difficulty and provide advice about how best to support their needs.

Children in nursery may also benefit from the involvement of the Early Years Specialist Teacher if required.

Referral time can vary depending upon the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer; on average it can take between three to four months to receive an appointment. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take a considerable time depending upon the individual. In many cases, a diagnosis follows several appointments, which could take more than a year.

We do not wait until a diagnosis has been made to put support in place, since this can be a very long process. If it is very clear that your child has a difficulty and is struggling to learn, we will do everything that we can to help them.

If a diagnosis is made, we will ask advice from the relevant Outside Agencies about how best to help your child. This advice will be identified on your child's Individual Education Plan and shared with you and/or discussed at a meeting. We will put this advice in place straight away or once the relevant resources/equipment have been purchased.

## **How will the school help my child to access the curriculum if they have special educational needs and/or a disability?**

It doesn't matter at what point we or someone else has identified that your child has special educational needs and/or a disability, we will put extra support in place to help your child at our school as quickly as possible.

Each child's needs are unique and so each child will receive different support, depending upon their specific needs, to make sure that they can access every lesson. The Special Educational Needs Co-ordinator (SENCo) and class teacher/keyworker will decide which strategies and resources are appropriate to support your child's needs. Where Outside Agencies are involved, they will provide advice about how best to support your child's needs. Special Educational Needs (SEN) are divided into four areas. Below are some examples of what our school can provide to make sure that each child accesses learning:

### **Cognition and Learning (Learning Need)**

- Different approaches to learning, e.g. visual, hands-on
- Different work expectations, matched to the child's ability
- Different/extra resources, e.g. word cards, number squares
- Special Literacy or Numeracy programmes, e.g. Sound Linkage, Precision Teaching, 1<sup>st</sup> Class at Number, Success@Arithmetic
- Access to Clicker 8
- Extra adult support, group work, individual support

### **Communication and Interaction (Speech and Language)**

- Resources provided by the Speech and Language Therapy Service - First Call
- Communication and language games - Wellcomm
- Social skills games and intervention programs – Talkabout and Socially Speaking
- Lego Based Therapy
- Specific Speech and Language programmes provided by the Speech and Language Therapy Service
- Use of Makaton - an early sign language tool

### **Social, Emotional and Mental Health**

- Pastoral Support Plans which outline a pupil's difficulties and the best strategies to use to help them
- Trauma Informed Approach and Restorative Practice
- Lego Based Therapy
- Social skills games
- Reward strategies
- Access to a qualified child counsellor

You can read our Anti-bullying policy, Behaviour policy and Equality policy for issues relating directly to bullying, behaviour and stereo-typing which can be found on our school's website.

### **Medical, Physical and Sensory Needs**

- Specialist equipment such as seating, writing slopes, pencil grips and calmers
- Sensory circuits
- Specialist training from outside agencies, such as specialist nurse for pupils with disabilities and teachers of the hearing and/or visually impaired

Our Keystone Academy Trust Provision Map also shows all the adaptations that we make to ensure that all pupils, including those with SEND, can engage in learning. (appendix 1)

## **What equipment and resources does the school have to help my child?**

Over the years we have supported many pupils with significant difficulties and so we have lots of equipment and resources already in school. Below are some examples.

- Disabled toilet
- Sensory circuits
- Seating cushions, wedges and specialist seating
- Writing slopes
- Magnifying domes
- Coloured overlays
- Pencil grips and specialist writing pens
- Calmers (squeeze/stress balls etc.)
- Sand timers
- Physiotherapy equipment, e.g. gym mats and gym balls

## **What enhanced adult support is available?**

If the SENCo and Headteacher feel that they have put lots of extra support in place and it is not helping your child to make progress, we may consider giving your child extra group or individual support. The amount of support that they receive would be different for every child depending on their specific needs and how much progress they have made. Normally a child would have lots of Outside Agency support before we would decide to provide extra adult support. We would discuss any extra adult support with you at review meetings so that we can ask for advice from the professionals involved.

## **How will you make sure that my child can take part in all school activities?**

We make the following adaptations and reasonable adjustments to ensure that all pupils' needs are met, through:

- Adapting our curriculum to ensure that all pupils are able to access it, for example; grouping, individual support, practical approaches, lesson content etc.
- Adapting our resources and staffing

- Use of equipment such as; laptops, i-pads, visual aids, social stories, coloured overlays, larger font etc.
- Adapting our teaching, for example; giving longer processing times, pre-teaching of vocabulary, post teaching for understanding etc.

Staff always work hard to plan lessons and activities that all children can take part in, to achieve their potential. Any strategies and professional advice identified on the child's personalised plan, whether medical, behavioural or academic, will be put in place to allow lessons and activities to be accessible.

We always make reasonable adjustments for pupils and their parents/carers, where we can. We work closely with parents/carers and any outside agencies who give us advice about how to best support each child, so that they can take part, this includes school trips and residential.

### **Is the school accessible if my child has a disability?**

We have made lots of adjustments to our school to help pupils with a disability. Most external doorways have ramps for those with walking disabilities. We have a disabled toilet and corridors are sufficiently wide for anyone in a wheelchair. There is also disabled car parking available. You can read our school's Accessibility Plan for more information, which can be found on our school's website.

### **What training and expertise does your school have?**

We know how important it is that our staff are well trained and knowledgeable about how to support pupils with SEND and specific difficulties so that we can offer the best opportunities. Therefore the majority of our staff are regularly trained in the following areas:

- Dyslexia
- Autism
- ADHD
- Attachment Disorder
- Speech and Language
- Social, Emotional and Mental Health needs, including Adverse Childhood Experiences (ACEs)
- Hearing Impairments
- Visual Impairments
- EpiPen training
- First Aid (some staff trained Paediatric First Aid)



Other key members of staff have also had the following training, although this is **not** an exhaustive list:

Staff members	Training/Qualification
Natasha Binns and Sharon Humphreys	National SENCo Award
Sharon Humphreys	Primary Education Degree specialising in SEND  Makaton (Level 1,2 and Safeguarding)  TEAACH training (Approach to Autism)  Making Sense of Autism, Good Autism Practice, Leading Good Autism Practice (AET levels 1-3)
Angela Pinchin	Qualified Child Counsellor
Gayle Williams  Sharon Burgwine-Jones	ELKLAN Speech and Language Therapy
Karen Brooke	Level 4 qualification in supporting literacy in learners with dyslexia  Level 4 qualification in developing numeracy skills in learners with dyslexia and dyscalculia.
Kylie Giles	Makaton level 1 and 2
Becky Bradnam	Early Years Senco Training
Amy Burton	Encouraging Positive Behaviour in the Early Years  SEN Issues – Policy and Practice  VSEND training
Clare Tapscot	VSEND Training
Sharon Humphreys  Lisa Wright-Lakin	Lego Base Therapy (Educational Psychology Training)
All teaching and SLT staff	Restorative Practice
All teaching staff	Making Sense of Autism (Level 1 AET)

Our school also provides the following specialisms:

- Qualified Child Counselling
- Sensory Circuits
- Lego Based Therapy

## Do you use any expertise from outside the school?

The SENCo would normally decide that the school needs advice from an Outside Agency because the support already put in place has not helped the pupil to make enough progress. This would be discussed with the parent/carer and a joint decision would be made and parental agreement given.

An Outside Agency is an agency, service or profession used by the school to offer advice about how best to support a pupil's needs. The SENCo can refer to most of these agencies directly. Most agencies used by the school are to provide expert advice, but the SENCo can also refer to, or advise you about, services that can support a parent/carer or family. Most referrals will require parental/carer permission and a referral form will need to be signed. The school cannot access agency support without this permission. Our school uses the following Outside Agencies:

### **Cognition and Learning (Learning Needs)**

- **Educational Psychologist** - Assessed or observed within the school setting to provide advice about educational needs
- **Specialist Teacher** - Assessed within the school setting. The assessment then outlines a pupil's strengths and weaknesses and can identify, for example, Dyslexia

### **Communication and Interaction (Speech and Language)**

- **Speech and Language Therapy Service (SALT)** - Pupils can be seen either by appointment at the hospital or assessed within the school setting

### **Social, Emotional and Mental Health**

- **Behaviour Outreach Support Service (BOSS)** - Assessed or observed within the school setting to provide advice for social, emotional and behavioural needs
- **Counsellor** - Direct work provided to support the pupil's emotional or mental health needs

- **Child and Mental Health Service (CAMHS)** - Support will normally be provided in the hospital setting to support the pupil's emotional or mental health needs
- **Working Together Team** - Observed within the school setting to provide advice about social, communication or behavioural needs, including Autism
- **Healthy Minds** - Provides emotional wellbeing support for children and young people up to 19 years old

#### **Medical, Physical and Sensory Needs**

- **Community Paediatrics (NHS)** - They provide medical advice and can diagnose specific difficulties such as ADHD and Autism. Pupils would be seen by appointment at a local hospital
- **Teacher of the Hearing Impaired** - They provide advice to the school about how to support a pupil with a hearing impairment
- **Teacher of the Visually Impaired** - They provide advice to the school about how to support a pupil with a visual impairment
- **Physiotherapist** - The SENCo cannot refer directly to this service, but a referral can come from a GP or Paediatrician. They provide advice about physical difficulties (gross motor)
- **Occupational Therapist** - The SENCo cannot refer directly to this service, but a referral can come from a GP or Paediatrician. They provide advice about physical difficulties (fine motor)
- **Children and Young People's Nursing Team (0-19 Team)** – They can provide advice within their clinics often at the local hospital, within the family home or within the school setting

#### **Other services**

- Lincolnshire SEND Team
- Early Years Specialist Teaching Team
- Health Visitor
- Targeted Youth Support Workers
- Family Action
- BRIC (Formally Home Start)
- Young Carers
- Youth Offending Service
- Ethnic Minority and Traveller Education Team (EMTET)

## How can my family and I get support?

The SENCo will be able to advise you about what support is available both within the school and through Outside Agencies. In most cases the SENCo can make a direct referral to the professionals that you need in order to get advice or help.

In some cases where the help is not educational, the SENCo will need to complete an 'Early Help Assessment' form to identify the help that you or your child need. In some cases this could lead to family support from an Early Help Worker.

If you need specific support for your child's special educational needs and/or disability there are other services which can help you:

- Lincolnshire Parent Carer Forum: <https://www.lincspcf.org.uk>
- LIAISE: <https://www.lincolnshire.gov.uk/directory-record/65012/liaise-information-advice-and-support-service>
- IPSEA (Independent Parental Special Education Advice): <https://www.ipsea.org.uk>

## What is the Local Authority's Local Offer?

Every Local Authority has to publish a 'Local Offer' on its website, which outlines all the support available to children, young people and their families who have or may have special educational needs and/or disabilities. This is where to find Lincolnshire's Local Offer:

<https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page>

## How will you involve me and my child in making decisions?

### Discussion

If any member of staff has a concern about your child, and thinks that they are finding it difficult to learn compared with other children in their class, then they will discuss their concerns with the SENCo. If the conclusion is that your child may have special educational needs, either the class teacher or SENCo will discuss these concerns with you and together you will decide the best course of action. This will normally be to place your child on our Special Educational Needs Register and to provide extra support to help them.

## Meetings

We will formally discuss the progress of your child with you, three times a year, each long term at parent consultations. However if there are any concerns in between these points, then we will hold informal discussions with you. This could be with the class teacher/key worker or SENCo.

If an Outside Agency is supporting your child and providing advice, then we may ask to hold further meetings with you to listen to advice and to plan next steps.

If we have any meetings with you or have to complete any paperwork, we will ask your child how they think they are getting on so that their views are heard and taken into account. If appropriate, we encourage children to attend meetings so that their views can be heard by everyone, but if not, then we will gather their views beforehand to share at the meeting.

## Individual Education Plans

If we have identified that your child has special educational needs (SEN) we will produce an Individual Education Plan (IEP) for them and share this with you and your child at parent consultations. The Individual Education Plan will identify the following things:

- Your child's strengths and interests
- Areas that your child finds difficult
- What the school is going to do to help your child e.g. strategies and interventions
- The targets that we would like your child to achieve over the term

The Individual Education Plan will be updated three times a year to make sure that it is still up to date and effective.

## How will you assess and review the progress that my child is making?

Our school follows a 'Graduated Approach' using a four part cycle of; **assess, plan, do review**. The class teacher/ key worker will regularly be assessing the pupils' needs and where a child has special educational needs and/or a disability, they will work with the SENCo. Teacher assessments will draw on the following:

- The teacher's assessment and knowledge of your child

- Your child's previous progress, attainment and behaviour
- Your child's development in comparison to their peers and national data
- Your views and your child's views
- Where appropriate, any assessments or advice from Outside Agencies

Most teacher assessments will take place three times a year but could be more frequent. Teacher assessments will also help us to review the effectiveness of the support and interventions identified on your child's Individual Education Plan and the impact that it is having upon your child's progress.

### **What is an EHCP (Education, Health and Care Plan)?**

If a child has significant special educational needs and the school has exhausted its provision and Outside Agency support, but the child is still not making progress, a request can be made to the Local Authority for an Education, Health and Care Needs Assessment. If awarded, an EHCP is a legal document which identifies the child's needs and the provision that that school must put in place to support them. The support identified on the plan, is much more significant than that routinely available to the school for other pupils with SEN.

### **How can I get an Education, Health and Care Plan for my child and how long does it take?**

The following people can make a request to the Local Authority for an Education, Health and Care Needs Assessment; the parent, the school, your GP or an Outside Agency supporting the child. If anyone other than the school makes the request, the Local Authority will still ask the school for detailed information about your child. However the request is made, the Local Authority will want to see as much evidence as possible about your child's needs, what has been put in place to help them and what impact the support has had on your child's progress. The process takes 20 weeks. Not all children will be successful in their requests for an EHC needs assessment if the Local Authority judges that their needs can be met through the school's normal reasonable adjustments.

### **What is early Years Inclusion Funding?**

If a child in nursery has significant special educational needs and the nursery setting has exhausted its provision and Outside Agency support and the child is still not making progress, a request can be made

to the Local Authority for Inclusion Funding. This funding can be used to provide additional support to enable a child make progress.

## **How will you support my child when they move from one phase of education to another? E.g. Nursery to school, primary school to secondary school**

### **Entry into Nursery**

If your child starts their education journey in our nursery setting, the staff in the setting will seek to build a strong relationship with parents/carers and will listen to any concerns that families raise at this time. They will receive information from other outside agencies who may already be working with your child, including information from the 2 Year check and this will help them build a holistic picture of your child.

### **Entry into EYFS/Reception**

If your child attends a pre-school/nursery, the SENCo there will normally inform us that your child will be joining us and that he/she has special educational needs. The SENCo at our school will then attend any meetings at the pre-school before they start school, so that we have a clear picture of your child's needs and what support they might need when they join us. If any support is needed, we will try to have it in place as soon as they start, for example any training or equipment. The SENCo will also speak with outside agencies involved to make sure that any advice is in place.

If your child has significant needs, they may need some extra visits to our EYFS/Reception class in addition to those already provided.

### **Joining school at other times, e.g. mid-year**

If your child joins our school at any other time in their school life and they have special educational needs, their previous school should send us all their pupil information. We will then initially rely on the information that they send us. It would be useful if you could tell us all about your child and their needs too. The information from the previous school should tell us what support has already been in place. We will use this information as a starting point, and try to provide similar support within a short space of time. If Outside Agencies are involved, the SENCo will contact them so that they continue to support your child in our school. This will often be through a review meeting to which you will be invited.

### **Moving from one class to another**

When your child moves from one year group to another, the two teachers (current and new) meet together to discuss each pupil. The current teacher will pass on any significant information to the new class teacher so they are kept fully informed. All paperwork and any Outside Agency reports are passed on to the new teacher so that they have a full understanding of your child, their needs and what support needs to be in place to help them. The SENCo will also ensure that new teachers and support staff are informed about your child's needs so that there is a smooth transition between classes and support continues as soon as your child starts in their new class in the new academic year.

### **Moving to another Primary School**

If your child moves to a new school for any reason mid-year, once we have been informed that they are on roll at their new school, we will send on any relevant paperwork, including documents such as Individual Education Plans and Outside Agency reports. The new school will then have all the relevant information needed to put support in place as soon as your child joins them. It is always helpful for you to also keep the new school staff informed and to make sure that they have received the paperwork from us.

### **Moving to Secondary School**

The SENCo at our school meets with all the secondary school SENCos during the final term of Year 6 to inform the new SENCo of all pupils with special educational needs and/or disabilities joining their school. Details of your child's needs will be passed on to the new SENCo, along with details of what support has been in place at our school to help them. Our SENCo passes on information about any Outside Agencies that have been supporting your child and all SEN paperwork is passed on, including documents such as Individual Education Plans and Outside Agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

In some cases, the SENCo may arrange for extra transition visits to the secondary school or arrange an individual meeting for the primary school staff, secondary school staff, you and your child to meet if there is very detailed information to share.

**What are the arrangements if my child has special educational needs and/or a disability and they are also a 'Children in Care (CIC)' child?**



If your child is in the care of the local authority child and they also have SEN and/or a disability, we will support them in exactly the same way as a pupil who has SEN and/or a disability who is not in the care of the local authority.

The only difference will be, that the SENCo and Designated Teacher (responsible for Looked After pupils) will work closely together to ensure that there is a joined up approach between any SEN meetings/support and any Social Care meetings/support to ensure that families and children are not having to repeat information and attend an excessive amount of meetings. Sharon Humphreys is the Designated Teacher at school.

## **What policies does the school have which are related to special educational needs and disabilities and where do I find them?**

Our school has several policies which outline how we support pupils with special educational needs and/or disabilities. They can all be found on our school website in the 'SEN' section:

- SEN Information Report (this document)
- Special Educational Needs and Disability (SEND) Policy
- Accessibility Plan
- Equality Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy

## **How do I make a complaint if I am not happy?**

Complaints about SEN provision in our school should be made to the class teacher/key worker in the first instance, then the SENCo and finally the Headteacher. You could also seek further advice from the Governor with responsibility with SEN, via the Clerk to Governors.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

In this instance, you could contact:

IPSEA (Independent Parental Special Education Advice) <https://www.ipsea.org.uk/>

Lincolnshire Parent Carer Forum [www.lincspcf.org.uk](http://www.lincspcf.org.uk)

LIAISE – [liaise@lincolnshire.gov.uk](mailto:liaise@lincolnshire.gov.uk)

## What does all the jargon mean?

Please see below the different words and abbreviations that we use in school:

- **SEND** - Special Educational Needs and Disability
- **SEN** - Special Educational Needs
- **SENCo** - Special Educational Needs Co-ordinator, the person responsible for leading and managing how the school meets the needs of pupils with SEND
- **Individual Education Plan** – the plan that identifies how the school will support a child with special educational needs and/or disabilities
- **Outside Agencies** - Any professional from an agency or service who provides advice to the school and family
- **Transitions** - A change or transfer from one school or class to another
- **Provision** - Any extra help, support or equipment that a child receives
- **Health Care Plan** - This is a document which describes any significant medical conditions that a child may have which requires special medication or adjustments.
- **EYFS** – Early Years Foundation Stage

Cognition and Learning		
High Quality Teaching (All Pupils)	Enhanced Provision – narrowing the gap	SEN Support
<ul style="list-style-type: none"> <li>❖ Pupil's name and eye contact established before giving instructions</li> <li>❖ Clear and simple instructions, breaking down longer instructions into one step at a time</li> <li>❖ Check understanding of vocabulary used - Clarify, display and refer back to new and/or difficult vocabulary</li> <li>❖ Pre-teach vocabulary</li> <li>❖ Check for understanding by asking the child to repeat/explain to a response partner or adult</li> <li>❖ Lots of adult modelling</li> <li>❖ Provide writing frames</li> <li>❖ Use of visual timetables</li> <li>❖ Ask child/adult supporting child to jot down key points/instructions</li> <li>❖ Give the child thinking time before response is needed</li> <li>❖ Visual cues and prompts, key vocabulary displayed/available, working walls, word mats</li> <li>❖ Collaborative working opportunities - mixed ability pairs/talk partners</li> <li>❖ Repetition, overlearning and reinforcement of skills</li> <li>❖ Tasks simplified or extended (differentiation)</li> <li>❖ Alternate methods of recording work e.g. mind mapping, video or audio recording, posters, dictation to peer/adult, use of ICT</li> <li>❖ Pencil grips, writing boards, harder pencils</li> <li>❖ Use of coloured backgrounds (try to avoid white as much as possible) on IWB, photocopying</li> <li>❖ Avoid black pen on whiteboard, use blue or green instead</li> <li>❖ Multi-sensory approach to learning</li> <li>❖ Seat child at front of class near to whiteboard</li> <li>❖ Provide individual copy of resources</li> <li>❖ Provide individual whiteboard to make notes and reduce copying from board</li> <li>❖ Provide titles, learning objectives etc. to avoid excessive writing</li> </ul>	<ul style="list-style-type: none"> <li>❖ Group literacy intervention</li> <li>❖ Group numeracy intervention</li> <li>❖ First Class@number</li> <li>❖ Success@arithmetic</li> <li>❖ HFW games/spelling practice groups</li> <li>❖ Phonics intervention</li> <li>❖ Reading comprehension intervention</li> <li>❖ 1-1 reading practice with CT, TA, Students, parents</li> <li>❖ Pre-teaching e.g. key vocabulary, skills, knowledge to ensure confidence and understanding during lessons</li> <li>❖ Fluid intervention following lesson to 'plug gaps'</li> <li>❖ Memory games and activities</li> <li>❖ Visual and tracking exercises suggested by Visual Stress clinic e.g. Rainbow Readers tracking exercises</li> </ul>	<ul style="list-style-type: none"> <li>❖ Precision Teaching for literacy and numeracy key facts</li> <li>❖ Alphabet Arc - multi-sensory intervention for spelling</li> <li>❖ Sound Linkage</li> <li>❖ Paired Reading</li> <li>❖ Word Hornet</li> <li>❖ Word Wasp</li> <li>❖ Plus 1 and Power of 2 maths coaching</li> <li>❖ SOS Spelling</li> <li>❖ Lucid Memory Intervention</li> <li>❖ Toe by Toe</li> </ul>

## Communication and Interaction

High Quality Teaching (All Pupils)	Enhanced Provision – narrowing the gap	SEN Support
<ul style="list-style-type: none"> <li>❖ Pair the child up with an able child who can lead and model a conversation</li> <li>❖ Initial adult support which can be removed when child is feeling more confident</li> <li>❖ Preparation (pre-warning) for change of activity or lesson</li> <li>❖ Visual prompts and cues</li> <li>❖ Prompt cards for group roles and conversation skills</li> <li>❖ Simple social stories for helping a child to understand what to do/what is happening in certain situations</li> <li>❖ Clear and simple explanations, one step at a time</li> <li>❖ Reduce instructions into smaller easier to understand steps</li> <li>❖ Extra time to process what has been said</li> <li>❖ Check understanding by asking them to repeat</li> <li>❖ Talk partner opportunities</li> <li>❖ Pre-teaching of subject vocabulary</li> <li>❖ Application of specific speech targets during the day</li> <li>❖ Model correct pronunciation by repeating correctly</li> </ul>	<ul style="list-style-type: none"> <li>❖ Small social skills group intervention</li> <li>❖ Small friendship skills group intervention</li> <li>❖ Language group - vocabulary, verbs, negatives, pronouns etc.</li> <li>❖ Activities from the First Call resource</li> <li>❖ Wellcom programme</li> <li>❖ Lego Based Therapy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Individualised SALT programme</li> <li>❖ Individual vocabulary wordbook</li> <li>❖ Colourful Semantics programme</li> <li>❖ Personalised Social Stories to support the child with how to respond in different situations</li> <li>❖ Now/Next approach to break lessons into smaller chunks</li> <li>❖ Now/Next approach to model task and then reward</li> </ul>

## Social, Emotional and Mental Health

High Quality Teaching (All Pupils)	Enhanced Provision – narrowing the gap	SEN Support
<ul style="list-style-type: none"> <li>❖ Clear whole school behaviour policy to be followed</li> <li>❖ Reinforcement of rules – visual prompts to support</li> <li>❖ Consistent use of rewards and sanctions</li> <li>❖ A range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time</li> <li>❖ Social seating and proximity to teacher</li> <li>❖ Positive praise</li> <li>❖ Time out systems within the classroom and beyond</li> <li>❖ Structured routines and clear guidelines</li> <li>❖ Calming/Self-regulation strategies e.g. colouring activities, soft toys, playdough</li> <li>❖ Movement breaks</li> <li>❖ Use of calming or fiddle toys</li> <li>❖ Own designated carpet/seating space</li> <li>❖ Use of sand timer to provide visual cues and limit on activities</li> <li>❖ Individual reward systems</li> <li>❖ Restorative Practice</li> </ul>	<ul style="list-style-type: none"> <li>❖ Attachment object (keeping in mind)</li> <li>❖ Regular, short sensory breaks</li> <li>❖ Talk About intervention</li> <li>❖ Socially Speaking intervention</li> <li>❖ Sensory Circuits</li> <li>❖ Lego Based Therapy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Identified key attachment figure/s</li> <li>❖ 1:1 mentoring time</li> <li>❖ Access to time out area or distraction free environment when required</li> <li>❖ Use of De-escalation plan</li> <li>❖ Personalised Social Stories to support the child with how to respond in different situations</li> <li>❖ Now/Next approach to break lessons into smaller chunks</li> <li>❖ Now/Next approach to model task and then reward</li> <li>❖ Personal visual timetable</li> <li>❖ Designated work space with possible screen to prevent distractions</li> <li>❖ Incredible 5-point Scale activities</li> <li>❖ Stress Bucket activities</li> <li>❖ Bespoke Therapeutic Counselling</li> </ul>

## Sensory and/or Physical

High Quality Teaching - All Pupils	Enhanced Provision – narrowing the gap	SEN Support
<ul style="list-style-type: none"> <li>❖ Reduce background noise to improve acoustic environment and seat pupil away from background noise</li> <li>❖ Consider seating according to needs and position near teacher</li> <li>❖ Uncluttered and well organised learning environment and materials</li> <li>❖ Good lighting</li> <li>❖ High colour contrast materials, including on whiteboard</li> <li>❖ Good quality print and photocopying</li> <li>❖ Pre-prepared work with date/LO etc.</li> <li>❖ Electronic copies of work</li> <li>❖ Individual copies of resources, printing, materials etc.</li> <li>❖ Pencil grips</li> <li>❖ Chunky pencils</li> <li>❖ Specialist writing pens</li> <li>❖ Use of alternative methods of recording e.g. adult as scribe, use of IT, mind maps etc.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use of individual laptop</li> <li>❖ Fine motor skills interventions through 'First Move' activities</li> <li>❖ Write from the Start intervention</li> <li>❖ Sensory Circuits</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use of Makaton or British Sign Language</li> <li>❖ Use of Braille</li> <li>❖ Use of Radio Aid (FM) system, hearing aids etc.</li> <li>❖ Individual programmes e.g. Physiotherapy, occupational therapy</li> <li>❖ Specialist seating e.g. Hokki stool, Zuma rocker</li> <li>❖ Specialist equipment e.g. caring cutlery, writing slope, bumpy cushion, seating wedge</li> <li>❖ Modified resources e.g. enlarged print</li> <li>❖ Ear defenders</li> <li>❖ Mouthing toys/soothers/chew toys</li> </ul>