Welcome to our Special Educational Needs and Disability Report. All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the policy for pupils with Special Educational Needs and Disability (SEND). This information is updated annually.

Aims of this report
At Moat Hall Primary School, the aims of our special educational needs and disability policy and practice are:

- To ensure that children and young people with SEND engage in the activities of the school alongside pupils that do not have SEND.
- To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all.
- To request, monitor and respond to parents’/carers’ and pupils’ views in order to evidence high levels of confidence in the provision we provide.
- To ensure that staff meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions by ensuring that they are fully included in all school activities, consulting with health and social care professionals where necessary.
- To work in co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all our pupils.
- To secure special educational provision for pupils who require support that is ‘additional to and different from’ that provided within the differentiated curriculum and to better respond to the four areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical
What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision, which educates or trains a child or young person, is to be treated as special educational provision.

Code of Practice 2014

How does our school know if pupils need extra help?

We know pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil’s previous school.
- Tracking of attainment outcomes indicate a lack of progress.
- A pupil asks for help.
- Pupil observation indicates that they have additional needs in one of the four areas:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory/physical.

What should I do if I think my child may have special educational needs?

If you have concerns then please firstly discuss these with your child’s teacher. This then may result in a referral to the school’s assistant head with responsibility for SEND whose name is Mrs Serena Dudley-Mowe. She can be contacted via the school office on 01922 857005.

- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by our school.
- In addition, they can communicate with the ‘Parent Support Service’.

Who is involved in supporting children with SEND?

Assistant Head (SEND) – Mrs Serena Dudley-Mowe

Responsible for:
• Keeping and updating a register of all children with SEND.
• Working closely with the head teacher and governing body in determining strategic development.
• Ensuring the SEND policy is implemented.
• Co-ordinating provision for pupils with SEND to make sure that all children receive consistent, high quality response to meeting their needs in school.
• Ensuring teachers are carrying out the graduated approach for pupils with SEND.
• Liaising with parents and other professionals from outside agencies.
• Providing specialist support and training for teachers and support staff, including ‘Continuing Professional Development’ (CPD) so that they are able to help pupils make the best progress possible.
• Ensuring that Individual Learning Plans (ILPs) are in place, with challenging but achievable targets, which are reviewed termly, and appropriate provision to help pupils meet them.
• Ensuring that ‘Person Centred Planning’ is used for children with a Statement of Educational Needs/Education Health and Care Plan (EHCP).
• Updating the school’s SEND Information Plan and making it available on the school’s website.
• Preparing and leading annual reviews for pupils with a Statement of Educational Needs/Education Health and Care Plan (EHCP).
• Monitoring progress of pupils with SEND and the impact of interventions (in conjunction with the head teacher).

Head teacher – Mrs Sue Winson
Responsible for:
• Day to day management of all aspects of the school; this includes the support for children with SEND.
• Monitoring progress of pupils with SEND.
• Reporting changes and updates to governors.
• Monitoring the impact of intervention for pupils with SEND.
• Working alongside the assistant head (SEND) to ensure that the best provision is made for pupils with SEND.

Class teacher
Responsible for:
• High quality first class teaching for all pupils by adapting and differentiating the curriculum to ensure that it meets the needs of individual pupils, including those with SEND.
• Following the graduated response, ‘assess, plan, do, review’.
• Consulting with parents regularly and involving them in the graduated
approach.

- **Involve pupils** in their learning when setting and reviewing targets.
- **Assessing** progress through: marking, observations of children working, questioning, regular formal assessments, pupil tracking.
- **Planning** the support needed for pupils with SEND working closely with the teaching assistant.
- **Doing** - the class teacher should work regularly with pupils with SEND. They retain responsibility for the pupil when involved in group/one-to-one teaching away from the main class.
- **Reviewing** the effectiveness of the support and interventions and their impact on the pupil’s progress alongside the views of pupils and parents.
- **Identifying specific needs** with the support of the assistant head (SEND).
- **Writing ‘Individual Learning Plans’** (ILPs) in conjunction with TAs/pupils/parents.
- **Working closely** with teaching assistants to ensure the graduated response is implemented.
- **Ensuring that the SEND policy** is implemented in their practice.
- **Liaising with the assistant head (SEND)** with regards to identification of SEND pupils and how to meet their needs.
- **Using advice and reports from outside agencies**.
- **Ensuring that objectives** for children with a Statement of Educational Needs/Education Health and Care Plan (EHCP) are implemented and reviewed regularly in conjunction with parents and pupils.

**Teaching Assistants**

Responsible for:

- Working with the class teacher to provide support in the classroom for children with SEND.
- Delivery of intervention programmes outside of the classroom.
- Being involved in supporting every aspect of the graduated approach (assess, plan, do, review) in conjunction with the class teacher.
- Assess progress of pupils within intervention programmes and report back to class teacher.

**SEND Governor – Mr Mike Deakin**

Responsible for:

- Ensuring that the SEND Information Plan is up to date.
- Ensuring that appropriate provision is made for children with SEND.
- Reporting to governors on the effectiveness of the SEND provision in school.
- Supporting the assistant head (SEND) and working together.
### How will I know how my child is doing?

- Termly parents meetings with the class teacher for children who are on the SEND register to review progress and set new targets.
- If a child has a Statement of Educational Needs/Education Health and Care Plan (EHCP), one of the parent meetings will be an annual review.
- We are happy to make an appointment with any parent/carer with the class teacher, who wishes to discuss their child’s learning outside of these meetings.
- Informal meetings.
- Class teachers will contact parents if they have a concern about a child’s progress and inform parents about any intervention programme that their child may be involved in.
- Parents will be informed if the school wishes to involve outside agencies to work with a pupil.
- Pupil centred planning and objectives set by the child/teacher/parent.
- Yearly reports.

### How do we involve pupils with SEND in their own learning journey?

- Pupils will be fully involved in the ‘assess, plan, do, review’ cycle; class teachers and pupils discuss and set targets together so that pupils know what their next steps in learning are.
- Class teachers/teaching assistants discuss with pupils how they are getting on to meet the targets set.
- Pupils meet with their teacher and parents to set new targets.
- Pupils are regularly using self-review to inform their teacher about understanding and level of confidence.
- If a pupil has a Statement of Educational Needs/Education Health and Care Plan (EHCP), they are involved in the annual review where appropriate.

### How do we adapt our curriculum and learning environment to include pupils with SEND?

- All pupils at Moat Hall Primary School are provided with high quality teaching that is differentiated to meet their learning needs.
- A multi-sensory approach is used to ensure engagement from all learners. Teachers use a variety of different teaching styles including visual, auditory and kinaesthetic (VAK).
- Teachers break objectives into small steps of learning.
- Teaching assistants provide pre-learning and over learning opportunities for pupils.
- Children may receive adult support to complete a task set by the teacher.
- Children may be given additional resources to help them access particular...
areas of the curriculum (e.g. practical apparatus, writing equipment, word mats, coloured overlays, alphabet arcs, sounds cards, writing slopes).

- Children may receive extra, targeted support to help them achieve their targets (this could be on an individual basis or in a small group). If a pupil has needs related to more specific areas of their education or social skills, such as spelling/phonics, handwriting, numeracy and literacy skills, then the pupil may be placed in a small target group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved, to ascertain the effectiveness of the provision, and to inform future planning.
- All areas of the school are accessible for pupils with mobility difficulties (see accessibility policy).
- Pupils with a sensory impairment would have a trained adult to support them with any equipment they need.
- Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified with special needs, they will be provided with additional support to remove barriers to learning and enable them to access the curriculum more easily. This may include specialised equipment or resources such as pencils grips; ICT, including 'talking tins' to help them record their work orally; additional adult help, for example, a teaching assistant may be allocated to work with the pupil in a one to one or small target group to focus on more specific needs, such as phonics focused lessons in literacy.
- We use advice from outside agencies to support all pupils with SEND.

### How do we monitor progress made by pupils in school?

- Class teachers are responsible for monitoring the progress of all the pupils in their class. This is done through: ILPs, marking, written assessments, observations of children working, questioning, regular formal assessments, termly target reviews.
- Teachers are responsible for recording the progress of the pupils in their class on to the school's tracking system (termly).
- The senior leadership team and assessment co-ordinator meet regularly to analyse tracking data.
- Teachers meet with the assistant head (SEND) regularly to discuss progress and next steps.
- The head teacher and assistant head (SEND) meet regularly to discuss the progress of pupils on the SEND register.
- Teachers review progress that pupils with SEND make towards their individual targets.
- Children who are on the SEND register may be also be assessed and reviewed by outside agencies.
- The rigorous monitoring that takes place then informs future planning, teaching, targets, ILPs.
- The quality of teaching is monitored through a number of processes that includes:
  1. Classroom observation by the senior leadership team and external verifiers
  2. Ongoing assessment of progress made by pupils in specific intervention groups
  3. Work sampling on a termly basis
  4. Scrutiny of planning
  5. Teacher meetings with the assistant head (SEND)
  6. Pupil and parent feedback when reviewing target attainment
  7. Whole school pupil progress tracking
  8. Attendance and behaviour records.

**What specialist services and expertise are available at or accessed by the school?**

- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent/carer permission has been obtained and may include referral to:
  1. Special Educational Needs Support Service (SENSS)
  2. Behaviour Support Service
  3. Dyslexia Centre
  4. Autism Outreach Team
  5. Hearing Impairment Team
  6. Visual Impairment Team
  7. Educational Psychologist Service
  8. Educational Welfare Officers
  9. Physical and Disability Support Service (PDSS)
  10. Social Services
  11. School Nurse Service
  12. CAMHS (Child & Adolescent Mental Health Service)
  13. Speech and Language therapy
  14. Local Support Team (LST).
### What training have the staff had and/or having?

- All staff (teaching and non-teaching) are encouraged to remain up to date with their skills and knowledge of SEND, attending courses when necessary.
- All staff have recently received updated training on being a Dyslexia Friendly School and on differentiation within the classroom (provided by SENSS).
- Many of our teaching assistants are trained to work with pupils with specific SEND and deliver interventions providing a wide variety of additional provision.
- Staff have completed a range of training in order to support our pupils, this includes delivery of:
  1. Language and communication programmes in partnership with the speech and language therapist. Fischer Family Trust (FFT) literacy support.
  2. Precision teaching, a method used on a one to one basis in order to achieve and consolidate ILP targets. Personalised programmes of learning for pupils with Dyslexia, in partnership with Dyslexia Outreach.
  3. 'WellComm' early language intervention programme in EYFS.
- The assistant head (SEND) regularly attends local authority updates and training, and meets with SENCOs of local primary and secondary schools termly.
- The assistant head (SEND) has completed the Government SEND qualification at Wolverhampton University.

### How will your child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities where possible.
- The school has a tradition of adapting trips and working with individual parents and pupils to support additional needs both for day and residential trips, e.g. changing trips to accommodate the needs of pupils, modification of activities, specific risk assessments, care plans for pupils with medical needs.

### How accessible is the school environment?

- The site is fully accessible to wheelchair users and includes a lift and ramps for movement between the two levels of the site.
- There are changing facilities and a disabled toilet.
- Disabled parking is located to the front of the building.
- The school has a good record in obtaining equipment for pupils requiring additional resources and managing this to impact positively on learning.
- An accessibility plan is in place and can be obtained from the head teacher.
**How will my child be supported during examinations?**

- Access arrangements will have been considered well in advance of the tests and are based primarily on a recorded history of need and the normal classroom practice for the pupils concerned.
- In general, access arrangements may be appropriate for pupils with a Statement of Educational Needs/Education Health and Care Plan (EHCP) or pupils with a learning difficulty or disability that significantly affects their ability to access the tests.
- Arrangements that can be made include:
  1. **Additional time** – only pupils with a Statement of Educational Needs/Education Health and Care Plan (EHCP) are allowed up to 25% additional time for written tests at the school’s discretion (no external permission is required). For other pupils the school will have to apply to the examination board with evidence from a number of assessments.
  2. **Use of readers** – this may be provided for those pupils who have this provision regularly in class and who are unable to read the test materials unaided. A reader is **NOT allowed for the English Reading tests**, apart from to read the general instructions.
  3. **Use of amanuensis** – an amanuensis can only be used when a pupil is physically unable to write down their own answers or use a word processor. They should only be used if there are no other options to allow the pupil to respond independently and the pupil regularly uses an amanuensis as part of normal class practice. An amanuensis can also be used due to unforeseen injury.
  4. **Rest breaks** – rest breaks will be given to pupils who find it difficult to concentrate or who are likely to experience extreme fatigue.

**How do we support pupils at times of transition?**

- Pupils with SEND are provided with extra support to help them move from one class to another at the end of each year. This may be through extra time spent with their new class teacher or teaching assistant.
- Teachers liaise with each other to share information about every child in their class. ILPs are shared for pupils on the SEND register.
- When a child is moving to secondary school, the SENCo from each school liaises and appropriate support is provided; this might involve a pupil making additional visits to their new school. If a child has 1:1 teaching assistant (TA) support, the TA will provide advice and information to a TA at their new school.
- If pupils are transferring from another school mid-term, the previous school records will be requested immediately and a meeting will be set up with parents to reduce any concerns. Similarly, we will transfer records and make
contact with the receiving school as soon as possible.

**How are the schools resources allocated and matched to a child’s special educational needs?**

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources for pupils with a Statement of Educational Needs/Education Health and Care Plan (EHCP) and those with learning needs as identified on the school’s SEND register.
- The head teacher, with the governors, decide where funding should be allocated and this is dependent on pupil need in order to access the curriculum.
- In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding (AEN). This funding is used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:
  1. In-class support from teaching assistants
  2. Small group support from teaching assistants, e.g. literacy and numeracy support, social skills
  3. Specialist support from teachers, e.g. 1:1 tuition
  4. Bought in support from external agencies, e.g. speech and language support
  5. Provision of specialist resources, e.g. assessment software
  6. Continuing Professional Development (CPD) relating to SEND for staff.

**How is the decision made about the support my child will receive?**

- In the first instance support will be provided by class teachers in the form of differentiation and class intervention such as targeted support and homework.
- If the child continues to have difficulties that are significantly greater than that of an average child at the same age, they will be assessed by the assistant head (SEND) who will place them on the SEN register and set up an individual provision map (IPM).
- For pupils with a Statement of Educational Needs/Education Health and Care Plan, the level of support will be decided when the plan is being produced or reviewed.
- At the end of the review period the assistant head (SEND) and others involved in the IPM will decide if the child:
  1) Stays on the SEN register with continued SEN intervention
  2) Reverts to ‘Classroom Monitoring’
  3) If after two review cycles there is no improvement, the assistant head (SEND) may decide to seek help from support agencies, outside of school, to carry out further assessment and provide additional information to
support the teaching programme for the pupil.

4) Parents are to be involved and kept informed of progress and assessments.

**Who can I contact for further information?**

If you wish to discuss your child's special educational needs or disability or are unhappy about something regarding your child's schooling please contact the following:

- The first point of contact should be the child’s class teacher.
- Assistant Head (SEND) – Mrs Serena Dudley-Mowe.
- Assistant Head (EYFS) – Mrs Deborah McMullen.
- Deputy Head teacher – Mrs Anna Thompson.
- Head teacher – Mrs Sue Winson.
- For complaints please contact the governor with responsibility for SEND, Mr Mike Deakin.

Appointments can be made with any of the above people through the school office on 01922 857005.

Support services for parents or pupils with SEN include:

- **Parent Partnership**
- If you have a general enquiry, would to speak to one of the team, or want to request information and support, telephone 01785 356921 during office hours. Alternatively email on: spps@staffordshire.gov.uk
- **Parent In The Know newsletters**
1. Communication and Interaction Needs

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

<table>
<thead>
<tr>
<th>1. Communication and Interaction Needs</th>
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<tbody>
<tr>
<td>a. Speech, language and communication</td>
</tr>
<tr>
<td>How we identify need, assess and review progress</td>
</tr>
<tr>
<td>• Teachers will identify children who are not working within age related expectations in this area.</td>
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<tr>
<td>• Any concerns will be discussed with parents.</td>
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<tr>
<td>• The school assistant head (SEND) will be informed and, if appropriate, will observe the child in their setting.</td>
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<tr>
<td>• If appropriate, a referral will be made to the Speech and Language Therapy service (SALTh).</td>
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<tr>
<td>• When assessing a child, SALTh may look at a range of areas: attention and concentration, listening skills, speech production, phonological awareness, expressive language skills, receptive language skills, auditory memory, sequencing, understanding of abstract and language concepts, vocabulary and naming, word retrieval, word order and sentence structure.</td>
</tr>
<tr>
<td>• SALTh may offer the child a series of session to address the needs; this may be within or outside school.</td>
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</tbody>
</table>
| • SALTh will, where appropriate, provide school with resources to use with the
child to support their progress. At this point the child may be discharged from the SALTh team, but work can still be carried out at school.

- SALT may review a pupil’s progress where there are on-going concerns.
- Any speech and language difficulty, which may impact on the child’s progress in reading or writing, will be monitored through the school’s internal tracking system.
- If a child has a Statement of Educational Needs/Education, Health and Care Plan (EHCP) their progress will be reviewed by the SENCo, together with parents and any outside agencies where appropriate, at an annual review.

How we adapt teaching to ensure access to the curriculum

- Pre-tutoring of new vocabulary.
- Use of symbols and gestures (e.g. Makaton).
- Use short chunks of information, made simpler if necessary.
- Extra time for pupils to respond.
- Visual timetables.
- Pictorial or written prompts when working.
- Adults model correct uses of language.

How we provide support and intervention for those with identified needs

- Individual speech and language therapy programmes supported by SALTh resources.
- 1:1 targeted support linked to a child’s Individual Learning Programme (ILP).
- Provide ‘Clicker’ to support writing.
- Small group work to encourage and support discussion and language development.

b. Autistic spectrum disorder/condition

How we identify need, assess and review progress

- If adults working with a child have any concerns relating to possible ASD they will discuss their concerns with the assistant head (SEND).
- Children will be monitored and observed.
- Concerns about behaviours will be shared with parents.
- If concerns continue, a referral may be made using an EHAF (Early Help Assessment Form).
- If appropriate, this will initiate a further referral to CAMHS (Child and Adolescent Mental Health Service).
- CAMHS will have an initial meeting with parents and school and a ‘Connor’s’ questionnaire will be completed. This may lead to a diagnosis of ASD.
• Visual timetables are used within the classroom.
• Children are prepared in advance when there are changes to a routine.
• Pupils may be pre-taught new vocabulary.
• Instructions are simplified and broken down.
• Visual prompts may be used to support the completion of tasks.
• A small group may be used for discussion to build confidence.
• Provision of concrete apparatus to support the learning of new concepts.

How we provide support and intervention for those with identified needs
• All adults in school will be aware of the pupil's difficulties.
• Social stories.
• Circle of friends.
• Class buddy.
• Quiet time/time out.
• Explain the use of idioms, e.g. 'raining cats and dogs'.

2. Cognition and Learning Needs

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

2. Cognition and Learning Needs

a. Moderate learning difficulties

How we identify need, assess and review progress
• Teachers will identify children who are not working within age related expectations.
• Any concerns will be discussed with parents.
• The school assistant head (SEND) will be informed and, if appropriate, will observe the child in their setting.
• Class assessments, observation and testing will be used to identify children not making expected progress.
• School tracking will support this.
• If appropriate, a referral will be made to an appropriate agency, e.g. Speech and Language Therapy (SALTh), Autism Outreach Team (AOT), Educational Psychology Service (EPS).
• These agencies may identify next steps and provide advice on how best to support the pupil.
• If a child has an Education, Health and Care Plan (EHCP) their progress will be reviewed by the assistant head (SEND), together with parents and any outside agencies where appropriate, at an annual review.

How we adapt teaching to ensure access to the curriculum

• Pupils may work in a small group with an adult.
• Pupils are given work which is carefully differentiated to meet their needs.
• Pupils are encouraged to use resources to support their learning such as word banks, number lines and practical apparatus.

How we provide support and intervention for those with identified needs

• Daily reading with an adult, either in a small group or individually.
• Extra 'Letters and Sounds' work in a small group.
• Wave 3 maths/literacy support.
• Phonics/spelling intervention programme.
• 1:1 or small group additional maths to pre-tutor or 'over-learn' basic skills.

b. Specific learning difficulties, e.g. dyslexia, dyscalculia

How we identify need, assess and review progress

• Teachers will identify children who are not working within age related expectations.
• Any concerns will be discussed with parents.
• The school assistant head (SEND) will be informed and, if appropriate, will observe the child in their setting.
• Class assessments, observation and testing will be used to identify children not making expected progress.
• School tracking will support this.
• If appropriate, a referral will be made to SENSS (Special Educational Needs Advisory Service).
• SENSS may look at a range of areas: phonic knowledge, reading, spelling, working memory, processing speed, level of cognitive functioning and understanding and use of language.
• SENSS will assess whether the pupil's difficulties can be described as
specific’, e.g. a dyslexic difficulty.

- If a child has an Education, Health and Care Plan (EHCP) their progress will be reviewed by the Assistant Head (SEND), together with parents and any outside agencies where relevant.

**How we adapt teaching to ensure access to the curriculum**

- Pupils may work in a small group with an adult.
- Paired reading to enable access to a text.
- Pupils are encouraged to use resources to support their learning such as word banks, number lines and practical apparatus.
- ICT packages, e.g. Clicker, word processing.
- Adult scribing.
- Coloured overlays for reading.
- Coloured worksheets.
- Writing frames.

**How we provide support and intervention for those with identified needs**

- Toe-by-toe.
- Word wasp.
- Daily reading with an adult, either in a small group or individually.
- Additional spelling practice.
- Extra ‘Letters and Sounds’ work in a small group.
- Wave 3 maths/literacy support.
- Phonics/spelling intervention programme.
- 1:1 or small group additional Maths to pre-tutor or ‘over-learn’ basic skills.
- Springboard Maths.
- ‘Talking tins’ to support working memory.
- Memory games.
- Mind mapping skills.

3. Social, Emotional and Mental Health Needs

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
3. Social, Emotional and Mental Health Needs

How we identify need, assess and review progress

- If adults working with a child have any concerns relating to social, emotional or mental health, they will discuss their concerns with the assistant head (SEND).
- Children will be monitored and observed.
- Concerns about well-being will be shared with parents.
- If concerns continue, a referral may be made to the Local Support Team (LST) using an Early Help Assessment Form (EHAF).
- If appropriate, this will initiate a further referral to the school nurse and/or CAMHS (Child and Adolescent Mental Health Service).
- The school nurse or CAMHS will meet with school and parents to discuss concerns and ways forward.

How we adapt teaching to ensure access to the curriculum

- Pupils may be encouraged to work in a small group to promote confidence and self-esteem.
- Work may be broken down into smaller tasks.
- Talk partners.
- Pupils are given clear guidance and expectations. All staff are aware of these and reinforce the same consistent expectations.
- Extra reward systems are put in place where necessary.

How we provide support and intervention for those with identified needs

- Behaviour plan, where appropriate.
- Social skills groups.
- Talking Therapy (Kaleidoscope).
- Reward charts.
- Circle time.
- Social stories.
- Role-play.

4. Sensory/Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)
will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### 4. Sensory and/or physical difficulties

#### a. Hearing impairment

<table>
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<tr>
<th>How we identify need, assess and review progress</th>
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<tbody>
<tr>
<td>• Many children who have a hearing impairment will have had their condition identified prior to starting school.</td>
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<tr>
<td>• If an adult is working with a child in class, and they suspect they may have an undiagnosed hearing impairment, the class teacher will speak to parents and ask them to make a medical appointment to have the child’s hearing tested.</td>
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<tr>
<td>• This may lead to support in the form of medical aids, or may result in the teacher being aware that hearing may be a difficulty, for example, glue ear.</td>
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<tr>
<td>• If a medical diagnosis is made by an ENT consultant, a referral may be made to the Sensory Impairment Service (SIS).</td>
</tr>
<tr>
<td>• This may lead to the pupil and school receiving support from a teacher of the deaf.</td>
</tr>
<tr>
<td>• A child with a hearing impairment may also need further assessment in other areas of learning, for example, receptive and expressive language, vocabulary and literacy.</td>
</tr>
<tr>
<td>• Progress is then assessed and reviewed in the same way as for other children on the SEN register.</td>
</tr>
<tr>
<td>• Parents/carers are also welcome to raise any concerns they may have with their child’s class teacher.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How we adapt teaching to ensure access to the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All adults working with pupils will be aware of their difficulties and take steps to promote their inclusion in class.</td>
</tr>
<tr>
<td>• Adults will ensure that they speak clearly, without over-emphasising words or slowing speech.</td>
</tr>
<tr>
<td>• Wherever possible, adults will ensure that the pupil can see the adult’s face when they are talking.</td>
</tr>
<tr>
<td>• When an adult is asking the pupil a question, they will say their name clearly beforehand to gain their attention.</td>
</tr>
<tr>
<td>• New vocabulary may be introduced to a pupil prior to learning a topic to</td>
</tr>
</tbody>
</table>
support their understanding in class work; this is called 'pre-tutoring'.
- Progress is then assessed and reviewed in the same way as for other children on the SEN register.
- Parents/carers are also welcome to raise any concerns they may have with their child’s class teacher.

<table>
<thead>
<tr>
<th>How we provide support and intervention for those with identified needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Children will be seated in a place which will support their hearing, away from general 'traffic' in the classroom.</td>
</tr>
<tr>
<td>- Where possible, we will take positive steps to manage acoustic conditions.</td>
</tr>
<tr>
<td>- Children with hearing aids will be supported in the management of their equipment. As a pupil gets older, they will be encouraged and trained to manage their own equipment.</td>
</tr>
<tr>
<td>- Targeted interventions to improve receptive and expressive language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. Visual impairment</th>
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</thead>
<tbody>
<tr>
<td>How we identify need, assess and review progress</td>
</tr>
<tr>
<td>- Many children who have impaired vision will have had their condition identified prior to starting school.</td>
</tr>
<tr>
<td>- If an adult is working with a child in class, and they suspect they may have an undiagnosed visual impairment, the class teacher will speak to parents and ask them to make an appointment to have the child’s vision tested by an optician.</td>
</tr>
<tr>
<td>- If necessary, the child will then be referred to a consultant ophthalmologist.</td>
</tr>
<tr>
<td>- A referral may then be made by the ophthalmologist to the Sensory Impairment Team (SIS).</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>How we adapt teaching to ensure access to the curriculum</th>
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</thead>
<tbody>
<tr>
<td>- Where appropriate, work will be differentiated in consultation with the teacher of the visually impaired.</td>
</tr>
<tr>
<td>- Before asking the pupil a question, the adult will use the child’s name to gain their attention.</td>
</tr>
<tr>
<td>- Clear instructions and descriptions will be given as the child may not be able to see facial expressions.</td>
</tr>
<tr>
<td>- Pupils will be positioned near the board or at the front of the class.</td>
</tr>
<tr>
<td>- Glare on the interactive whiteboard will be minimised through use of blinds.</td>
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</tbody>
</table>

<table>
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<tr>
<th>How we provide support and intervention for those with identified needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- If a pupil is identified as having a visual impairment, school would make an assessment of their needs, and put into place any physical adaptations to the school building, as well as considering how to best to support their</td>
</tr>
</tbody>
</table>
Educational needs.
- If a child has glasses, they will be reminded to wear their glasses.
- If required, written work is provided in an enlarged format.
- Extra time may be given to complete work.
- Personal tidiness and organisation will be encouraged to provide clear working space for the pupil.
- Paper with a glossy surface will be avoided as this can create glare.
- If appropriate, a pupil can access ICT programs including word processing/speech controlled software, for support.

c. Physical difficulties

How we identify need, assess and review progress
- When a pupil presents with any physical difficulty or disability, advice will be sought from an appropriate external agency to ensure that we meet the pupil's needs in an appropriate way.
- A professional diagnosis of physical need will be made by either: a consultant, GP, physiotherapist or occupational therapist.
- If a teacher has concerns about a child's physical development, e.g. coordination and motor skills, they will discuss those concerns with the parent and assistant head (SEND).

How we adapt teaching to ensure access to the curriculum
- Adaptations are made on the basis of the nature of the difficulty, but may include the following:
  1. Differentiated PE lessons, using smaller equipment or adjusting the level of difficulty of a task.
  2. Adults working in a classroom will ensure that the class layout facilitates easy movement around the space.
  3. Activities may be broken down into small steps.

How we provide support and intervention for those with identified needs
- Programmes may be drawn up by an appropriate agency and could include:
  1. Provide physiotherapy exercises prior to PE, where appropriate.
  2. Cool Kids activities to improve coordination and balance.
  3. Fine motor/pre-writing skills activities, e.g. threading and cutting.
  4. Pencil grips are available if required.
  5. Regular breaks in physical activities to avoid fatigue.
  6. A lap top may be used instead of handwriting long pieces of writing.
  7. Wobble cushions to support focus and concentration.
  8. Where a child has missed lessons due to medical appointments, we will endeavour to provide sessions for them to catch up.
### Glossary of Terms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AEN</td>
<td>Additional Educational Needs funding</td>
</tr>
<tr>
<td>AOT</td>
<td>Autism Outreach Team</td>
</tr>
<tr>
<td>ASD</td>
<td>Autism Spectrum Disorder</td>
</tr>
<tr>
<td>CAF</td>
<td>Common Assessment Framework</td>
</tr>
<tr>
<td>CAMHS</td>
<td>Child and Adolescent Mental Health Service</td>
</tr>
<tr>
<td>CIN</td>
<td>Communication and Interaction Need</td>
</tr>
<tr>
<td>DS</td>
<td>Down's Syndrome</td>
</tr>
<tr>
<td>EHAF</td>
<td>Early Help Assessment Form</td>
</tr>
<tr>
<td>EHCP</td>
<td>Education, Health and Care Plan</td>
</tr>
<tr>
<td>ENT</td>
<td>Ear, Nose and Throat consultant</td>
</tr>
<tr>
<td>EP</td>
<td>Educational Psychologist</td>
</tr>
<tr>
<td>EPS</td>
<td>Educational Psychologist Service</td>
</tr>
<tr>
<td>EYFS</td>
<td>Early Years Foundation Stage</td>
</tr>
<tr>
<td>FFT</td>
<td>Fischer Family Trust (Literacy Support)</td>
</tr>
<tr>
<td>HI</td>
<td>Hearing Impairment</td>
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<tr>
<td>ILP</td>
<td>Individual Learning Plan</td>
</tr>
<tr>
<td>IPM</td>
<td>Individual Provision Map</td>
</tr>
<tr>
<td>PD</td>
<td>Physical Disability</td>
</tr>
<tr>
<td>PDSS</td>
<td>Physical Disability Support Service</td>
</tr>
<tr>
<td>LST</td>
<td>Local Support Team</td>
</tr>
<tr>
<td>MLD</td>
<td>Moderate Learning Difficulty</td>
</tr>
<tr>
<td>MSI</td>
<td>Multi-sensory Impairment</td>
</tr>
<tr>
<td>PMLD</td>
<td>Profound and Multiple Learning Difficulties</td>
</tr>
<tr>
<td>SALTh</td>
<td>Speech and Language Therapy</td>
</tr>
<tr>
<td>SEBD</td>
<td>Social, Emotional and Behavioural Difficulties</td>
</tr>
<tr>
<td>SEND</td>
<td>Special Educational Needs and Disability</td>
</tr>
<tr>
<td>SENCo</td>
<td>Special Educational Needs Co-ordinator</td>
</tr>
<tr>
<td>SEN Code of Practice</td>
<td>Legal document setting out requirements for SEND</td>
</tr>
<tr>
<td>SENSS</td>
<td>Special Educational Needs Support Service</td>
</tr>
<tr>
<td>SIS</td>
<td>Sensory Impairment Service</td>
</tr>
<tr>
<td>SLCN</td>
<td>Speech, Language and Communication Need</td>
</tr>
<tr>
<td>SLD</td>
<td>Severe Learning Difficulty</td>
</tr>
<tr>
<td>SpLD</td>
<td>Specific Learning Difficulty</td>
</tr>
<tr>
<td>TA</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>VAK</td>
<td>Visual, Auditory, Kinaesthetic (learning style)</td>
</tr>
<tr>
<td>VI</td>
<td>Visual Impairment</td>
</tr>
</tbody>
</table>

Mrs Serena Dudley-Mowe - Assistant Head (SEND) - September 2016