



Abbas and Templecombe Church of England Primary School

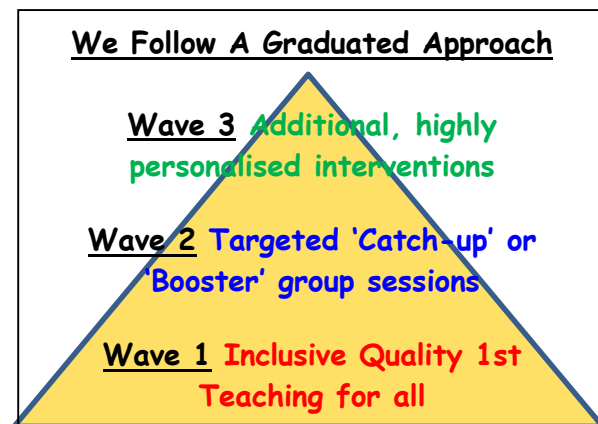
SEND Information Report for Parents/Carers 2021-2022 (written Sept 2021 & review due Sept 2022)



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| Type of school | Church of England VC Primary School | Primary (4-11) |
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Our school is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and/or disabilities being met in a mainstream setting wherever possible and where families want this to happen.

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| | Fully wheelchair accessible | No* | Our classrooms are all on the ground floor. 3 are in the main building and 2 are Elliott style classrooms, one has ramps to allow for wheelchair access. *Class rooms are allocated according to accessibility needs |
| | Are these school policies available on the school website? | SEND | Yes |
| | | Safeguarding | Yes |
| | | Behaviour | Yes |
| | | Equality and Diversity | Yes |
| | Auditory / visual enhancements | No | |
| | Other adaptations | 1 fully accessible toilet | |
| | Are you aware / familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010? | | Yes |
| Signed: | Mrs V Hukins- Chair of Governors | This document was co-produced with parents/carers and is reviewed yearly by the SENCo in conjunction with parents/carers. | |



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| If I have concerns about SEND, who should I contact and how? |
| The Class Teacher - approach at the end of the day or ring the school office |
| The SENCo: Mrs Maxine Mewett mmewett@educ.somerset.gov.uk or ring the school office |
| Head Teacher: Mr James Webb abbastemplecombe@educ.somerset.gov.uk or ring the school office |
| SEN Governor: Mrs Hayley Shears- ring the school office |

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PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

| | Staff | Summary of Responsibilities |
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| <p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs and/or disabilities - SEND?</p> | <p>Class Teachers</p> <p>Diamond Class-Reception/Y1: Miss Molly Wicks Emerald Class-Y1/Y2/Y3: Ms Helen Bishop/Mrs Chloe Cahill Ruby Class-Y/4/5: Miss Laura Hancock Topaz Class-Y5/6: Mrs Melissa Brazier</p> <p>Please do make an appointment to speak to your child's class teacher either directly with them or via Mrs Greene in the office.</p> <p style="text-align: center;">Main School Office: 01963 370481</p> | <p>They are responsible for:</p> <ul style="list-style-type: none"> • The achievement and attainment of all children in their class. They will ensure that their teaching is of a high quality and differentiated according to need; this is known as Wave 1 teaching. • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need. This could be things like targeted work or additional support/ small group work; this is known as Wave 2 teaching. The class teachers are responsible for letting the SENCO and Senior Leadership Team know the progress that has been made in these group sessions and for feeding back to pupils and parents as appropriate. • Using pupil's individual targets when planning your child's lessons. • In conjunction with the Senior Leadership Team, ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that all the school's policies including SEND are followed in their classroom. |
| | <p>Head teacher, Mr James Webb</p> <p>Please make an appointment with Mrs Greene in the office if you would like to talk to Mr Webb or email on: abbastemplecombe@educ.somerset.gov.uk</p> | <p>He is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • He will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met. • He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. |
| | <p>The SENCO</p> <p>Mrs Maxine Mewett – Her working days in school are Tuesday pms/Wednesdays and Fridays– please pop in and see if she is free or make an appointment via Mrs Greene in the office or email her on: MMewett@educ.somerset.gov.uk at any time.</p> | <p>She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Together with the class teacher she will ensure that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of a cycle of planning ahead for them. • Consulting and liaising with all the other people who may be coming into school to help support your child's learning following a referral. These include the Children and Young People's Therapy Service (Occupational Therapy/Speech & Language Therapy/Physiotherapy), our school Educational Psychologist, CaMHs (Child and Adolescent Mental Health service), the Physical Impairment Medical Service Team (PIMST), SENATAS (SEN Assistive Technology Advisory Service), The Autism and Communication Service, our school Parent and Family Support Advisor (PFSA), Visual and Hearing Support Services and the school's Learning Support Advisory Teacher. • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. The SENCO also keeps a basic and enhanced SENCO Involvement list of all children who are known to her in her role as SENCO but who may not meet the criteria to be recorded on the school's SEND register. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school. |
| | <p>SEND Governor – Mrs Hayley Shears If you would like to talk to the SEND Governor, then please contact her via Mrs Greene in the office.</p> | <p>She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEND. • Monitoring the SEND provision alongside the SENCO • Developing and reviewing policies and other SEND documents with the SENCO |

HOW WILL THE SCHOOL KNOW THAT MY CHILD NEEDS EXTRA HELP?

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| How does the school identify children who have SEND? | Staff involved/school arrangements | What will happen? |
| | Whole School assessments/teachers | <ul style="list-style-type: none"> • Teachers are responsible for assessing and monitoring the progress of all children in their class. If a child: <ul style="list-style-type: none"> - Fails to make expected progress as agreed with the Senior Leadership Team at termly pupil progress meetings - Falls significantly below the expected age related expectations in reading and /or spelling or stops making progress as expected - Staff may observe that a child is experiencing specific barriers or difficulties with learning <p>Then...</p> <ul style="list-style-type: none"> • The class teacher is responsible for initiating some additional Wave 2 (or booster / catch-up) work. This may be in a small group or on a one to one basis and will be focussed on a particular aspect of learning. The SENCo/Key Stage Coordinator may be involved in discussions and advice and provide training and/or resources if required. Information about progress and support will be shared with pupils, parents / carers and the SENCo/Senior Leadership Team. • If a child continues not making the expected progress, the class teacher may then request that the SENCo becomes involved. • The SENCo may then invite the parents/ carers (and pupils if appropriate) to a meeting and / or carry out observations and assessments to make an informed decision as to whether a child needs to be entered onto the assess – plan – do – review SEND cycle. • The SENCo may contact outside agencies, with your permission, in order to understand a child’s needs more clearly. • The school uses the Somerset Core Standards Materials to evaluate provision for all children at Wave 1, 2 and 3. |
| | If a Parent or Carer has concerns | <ul style="list-style-type: none"> • Any parental concerns should be raised with the class teacher in the first instance who will then, if necessary, discuss further with the SENCo/Senior Leadership Team for advice. • The class teacher may initiate some Wave 2 support if appropriate. If concerns continue the class teacher/Key Stage Coordinators will request that the SENCo becomes involved or parents/carers can request an initial meeting with the SENCo. • The SENCo may then invite the parents / carers to a meeting and / or carry out observations and assessments to inform a decision as to whether a child needs to be entered onto the assess – plan – do – review SEN cycle. • The SENCo may contact outside agencies, with your permission, in order to understand a child’s needs more clearly. |

HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority such as Advisory Teachers, Educational Psychologists, Sensory, Physical and Medical Support Team
- Staff who visit from **outside agencies** such as the Integrated Therapy Service (Speech and Language therapy (SLT), Occupational Therapy (OT) and Physiotherapy (P))

The support will be provided through a graduated response. The content of this response is described further in the school's provision map and graduated response circle which are included as appendices to this school offer.

| | Types of support provided | What would this mean for your child? | Who can get this kind of support? |
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| <p>What are the different types of support available for children with SEND in this school?</p> | <p>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching / Wave 1</p> | <ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand so they can be taught the next steps • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning approaches. • Putting in place specific strategies (which may be suggested by the SENCo or outside agencies) to support your child to learn. • Ensuring that all children in the class are supported pastorally and have any medical needs attended to. • Ensure that the behaviour of the children in their class is good and that any behaviour incidents are investigated, understood, reported and any appropriate actions taken to avoid a recurrence. • The school uses the Somerset Core Standards Materials to evaluate provision for all children at Wave 1. | <p>All children in school should be getting this as a part of excellent classroom practice</p> |
| | <p>Specific group work within a smaller group of children (Wave 2). This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or another teaching space • Run by a Teacher or Teaching Assistant who has had training/support with planning to run these groups or be overseen by the class teacher or SENCo. | <ul style="list-style-type: none"> • Your child's Teacher, in conjunction with the Senior Leadership Team, will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • S/he is responsible for the planning and review of the sessions and will liaise with the Teaching Assistant/SENCo/Senior Leadership Team about planning, delivery and outcomes from the group. • Information will be shared with you and the SENCo/ Senior Leadership Team, and recorded. • Interventions run in our school currently include: Learn to Move and a Social Skills and Communications group as well as a number of classroom based interventions. • The school uses the Somerset Core Standards Materials to evaluate provision for all children at Wave 2. | <p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> |
| | <p>Specialist groups or individual sessions (Wave 3) which means they have been identified by the Class Teacher/Senior Leadership Team and SENCo as needing some extra specialist support in school from a professional inside or outside the school. This may be from:</p> <ul style="list-style-type: none"> • A specially trained Teacher or Teaching Assistant • Specialist Advisory Teachers • Outside agencies such as the Speech | <ul style="list-style-type: none"> • Your child will have been identified by the Class Teacher and SENCo as needing more specialist input in addition to excellent classroom teaching and intervention groups. • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. This meeting will be part of a termly/6 monthly assess – plan – do – review SEN cycle. This level of support may be recorded on a wave 3 record form. This form is written and shared with staff, pupils and parents/carers. • You may be asked to give your permission for the school to discuss your child at a Multi-Professional Meeting. This is a way of the SENCo accessing advice from external agencies. • You may be asked to give permission for your child to be referred to a specialist professional e.g. a Speech and Language Therapist or Specialist Advisory Teacher. This will help the school and yourself understand your child's particular needs and be able to support them better in school. No child will ever be referred without the consent of parents/guardians. • The specialist professional may work with your child / carry out assessments or observe them in the school setting in order to understand their needs and make recommendations. These may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to improve support ○ Support to set focussed targets for teachers to implement ○ A specialised group or individual work | <p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. They will receive support that is different from and additional to the Wave 1 and 2 teaching that is available to all children.</p> |

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| | <p>and Language Therapy (SLT) Service</p> | <ul style="list-style-type: none"> The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. Wave 3 interventions run in our school currently include EWaN (Emotional Wellbeing and Nurture-our equivalent of ELSA) and ILI (Individual Literacy Support) and these are always overseen by the SENCo. Children who exhibit challenging behaviour work with the class teacher, SENCo and/or Senior Leadership Team to implement planned approaches which aim to improve behaviour and avoid exclusions. The school uses the Somerset Core Standards Materials to evaluate provision for all children at Wave 3. | |
| | <p>Specified Individual Support</p> <p><i>This is usually provided via an Education, Health and Care Plan (EHC Plan). This means your child will have been identified by the class teacher and the SENCo as needing a particularly high level of individual teaching which cannot only be provided from the budget available to the school. Your child will also need specialist support /advice from a professional outside the school. This may be from an Educational Psychologist, Specialist Advisory Teachers or other outside agencies such as the Speech and Language Therapy (SLT) Service.</i></p> | <ul style="list-style-type: none"> The school or you can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this from the Somerset Choices website or by talking to the SENCo After the request has been sent in to the Local Authority (with a lot of information about your child including some from you), they will decide whether they think your child's needs, as described in the paperwork provided, seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the SEND support as before. After the reports have all been sent in, the Local Authority will decide if your child's needs are severe and complex and that they need more support in school to make good progress. If this is the case they will write an Educational Health and Care Plan. If this is not the case, they will ask the school to continue with the SEND support. They may also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The Educational Health and Care Plan will outline the individual/small group support your child will receive and how the support should be used and what strategies must be put in place. It will also have long and short term outcomes planned for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. There is an independent supporter available to support parents through this process. The SENCO has details of this. | <p>Children whose learning needs are:</p> <ul style="list-style-type: none"> severe and complex lifelong |
| <p>How can I let the school know I am concerned about my child's progress in school?</p> | <ul style="list-style-type: none"> If you have concerns about your child's progress you should speak to your child's Teacher in the first instance If you continue to feel that your child is still not making progress you should speak to the Head Teacher (Mr James Webb) or the Deputy Head Teacher (Mrs Melissa Brazier). If your child is still not making progress the concerns may need to be discussed with the SENCo (Mrs Maxine Mewett) and this can be done by parents or any school staff at any time. You may also wish to talk to the school SEND Governor (Mrs Hayley Shears) | | |
| <p>How does the school monitor progress and let me know if they have any concerns about my child's learning?</p> | <ul style="list-style-type: none"> Abbas and Templecombe Primary School has Pupil Progress Meetings termly where the progress of all pupils is reviewed. During these meetings any pupils who give concern for any reason are discussed and appropriate actions agreed and reviewed. Parent's evenings are arranged twice a year. You will also receive an end of year written report. When a teacher/carer has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the Teacher will inform you, the SENCo and Senior Leadership Team. The school will set up a meeting to discuss this with you in more detail, as appropriate <ul style="list-style-type: none"> To listen to any concerns you/your child may have To plan any additional support your child may receive To discuss with you any referrals to outside professionals to support your child's learning The school uses the Somerset Core Standards Materials to evaluate provision for all children at Wave 1, 2 and 3. | | |
| <p>How is extra support allocated to children?</p> | <ul style="list-style-type: none"> The school budget, received from Somerset LA, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> the children getting extra support already the children needing extra support the children who have been identified as not making as much progress as would be expected. and decide what resources/training and support is needed. | | |

- All resources/training and support are reviewed regularly and changes made as needed.

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| <p>Who are the other people providing services to children with an SEND in this school?</p> | <p>A. Directly funded by the school</p> | <ul style="list-style-type: none"> • Class Teachers • Teaching Assistants • SENCo • Head Teacher • Senior Leadership Team |
| | <p>B. Paid for centrally by the Local Authority but delivered in school</p> | <ul style="list-style-type: none"> • Educational Psychology Service • Learning Support Service • Autism and Communication Service • Physical, Impairment and Medical Support Team (PIMST) • Parent and Family Support Advisors (PFSA) • Visual and Hearing Support Service |
| | <p>C. Provided and paid for by the Health Service but delivered in school</p> | <ul style="list-style-type: none"> • School Nurse • Children and Young People's Therapy Service (Speech and Language Therapy, Occupational Therapy, Physiotherapy) |
| <p>How are the teachers in school supported to work with children with SEND and what training do they have?</p> | <ul style="list-style-type: none"> • It is the SENCo's job to support the Teachers in planning for children with SEND. • The school has a training plan for all staff to improve the teaching and learning of all children including those with SEND. • Individual Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class • The SENCo has a degree in Psychology • The school uses the Somerset Core Standards Materials to plan provision for all children at Wave 1,2 and 3. | |
| <p>How will the teaching be adapted for my child with learning needs (SEND)?</p> | <ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Teaching Assistants will support with your child's learning inside and outside the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs. • Access arrangements for external examinations (SATS) are discussed with parents/pupils and appropriate arrangements made. | |
| <p>How will we measure the progress of your child in school?</p> | <ul style="list-style-type: none"> • Your child's progress is continually monitored by Teachers and the Senior Leadership Team, and if an SEND need is identified then the SENCo will also become involved. • Progress is reviewed formally every term and monitored over time • If appropriate, your child will be assessed using another scale of levels that measure early achievement. The levels are called Pre Key Stage Standards. • The school is required to report some assessment scores to the government-these results are shared with pupils and their parents/carers • The progress of children with high needs and those with an EHC Plan is formally reviewed termly with a meeting and annually with an Annual Review meeting with all professional involved as well as with the pupils and parents. • The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in by observing lessons and group work, as will the SEND Governor | |

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| <p>What support do we have for you as a parent of child with an SEND?</p> | <ul style="list-style-type: none"> • We would like you to talk to your child's Teachers regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will ensure that we are doing similar things to support your child both at home and at school, and can share what is working in both settings. • The SENCo and/or any member of the Senior Leadership Team are always happy to meet with you/talk on the phone to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you, with the person involved directly or, where this is not possible, in a report. The SENCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. She is able to signpost/refer you to other agencies that may be able to offer you support. • Homework will be adjusted, as needed, to your child's individual needs. |
| <p>How have we made Abbas and Templecombe School accessible to children with SEND?</p> | <ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children, regardless of their needs. • Key words and literacy resources are used across the school to support learning. • Practical maths resources are available in all classes. • Before and after school clubs (free and those with a cost) are discussed and planned for on an individual basis. • Visual timetables / reminders / learning prompts are used in all classrooms. • Considerations will be made to ensure that all school trips are inclusive. Alternative activities may be offered whilst on a school trip to meet the needs of your child. If necessary, an additional adult may accompany your child on the trip. If a child has a high level of need, plans for a trip are made in conjunction with pupils and their parents/carers and if needed outside agencies. • There is an accessible toilet in school. • 4/5 of our classrooms are fully accessible and classes are allocated to classrooms according to accessibility needs. • Adaptations will be made to allow all children to access the offsite activities that we offer such as Forest School learning/special sports sessions. • There is one disabled parking bay at the front of the school. |
| <p>How will we support your child during transition? (i.e. moving to our school /when they are moving to another class or leaving this school?)</p> | <p>We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving into our school; <ul style="list-style-type: none"> ○ We will discuss any learning needs with their previous setting ○ Provide a transition booklet if necessary ○ Invite your child for some additional visits prior to joining our school ○ Hold a multi-professional School Entry Planning meeting if needed • When moving years in school: <ul style="list-style-type: none"> ○ Information about your child will be shared with their new teacher. ○ If your child would be helped by a personalised plan for moving to another year, we will put this in place. ○ Organise specific times for your child to visit the new class. ○ Provide a transition book if necessary. • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school SENCo and ensure s/he knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. ○ If necessary, arrange additional visits for your child to the new setting, or invite staff to visit your child at our school. ○ Your child may be part of a specific supported group before transfer to a new school, where students will have the opportunity to discuss any worries and learn new skills relevant to their transfer. |

Appendices

- **Provision map**
- **Graduated Response Circle**

GLOSSARY

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| Age related expectations | The expected ability of an average child in line with their age. |
| Annual Review | A meeting which takes place annually to include pupils and their parents/carers, discussing long and short term outcomes, individual needs and provision for children with Higher Special Educational Needs |
| Assess-Plan-do-review cycle | The cycle of support outlined in the schools graduated approach poster on page 13. |
| Core Standards | The framework that describes the entitlement of children and young people in Somerset schools, settings and colleges. |
| Education, Health and Care Plan | A plan which replaces a statement of special educational needs formulated as a result of a statutory assessment of SEND needs. |
| Expected progress | The amount of progress expected to be made by a child. |
| External agencies | Specialists from outside of school either employed by Local Authority or from the Health Services. |
| Governing body | A group of people who support the head of school, in governing the policies and decisions of the school. |
| Multi-professional Meeting | A meeting between the school SENCo with an Educational Psychologist or a Learning Support Advisor. The SENCo gains advice for ways forward and recommendations on provision for specific SEND children or children suspected of having SEND needs. |
| Outside agencies | Specialists from outside of school either employed by Local Authority or from the Health Services. |
| Outside specialist help | Support from outside/external agencies, specialist Advisory Teachers or Services. |
| Provision Map | A document which records the support a child has received. |
| Pupil Progress Meeting | A meeting which includes the Head of School, Teachers and the SENCo to discuss progress of pupils. |
| Referred/Referral | A request for support for a child from outside/external agencies, specialist Advisory Teachers or Services |
| SENCo | Special Educational Needs Coordinator- a qualified teacher with responsibility for SEND pupils |
| SEND policy | A policy statement of a school's response to special educational needs. |
| SEND provision | What is in place to support the education of each child identified as requiring special educational needs. |
| SEND register | A list of pupils identified by a school as requiring Special Educational Needs Support. |
| Specialist Advisory Teachers | A specialist teacher employed by the Local Authority to support and advise schools. |
| Specific barriers | Barriers/Challenges which prevent a child from learning due to their specific Special Educational Need and /or disability. |
| Statutory Assessment | A legal process which identifies whether a child is in need of an Educational Health and Care plan. |
| Transition | When a child moves into or out of school, or between classes. |
| Wave 1 | Inclusive good quality teaching for all children, including appropriately differentiated tasks for all abilities. |
| Wave 2 | Targeted support for groups of children who require additional intervention to catch up or boost their learning. |
| Wave 3 | Additional highly personalised interventions often delivered in small groups or individually. |

PROVISION MAP

| | All pupil Basic Entitlement - Wave 1 support managed by class teacher | Au/ Sp/ Su | Wave 2 Catch up or booster groups for pupils underachieving/underperforming. Managed by class teacher/SENCo can advise | Au/ Sp/ Su | SEN Individualised - Wave 3 support for pupils underachieving/underperforming. Managed by class teacher and SENCo | Au/ Sp/ Su |
|-------------------------------|--|------------------|---|---|--|------------------|
| Cognition and Learning | Differentiated planning and teaching | | Additional/on top of lesson small focus group support - Booster groups/Class based/Class teacher & TA planned catch-up programmes in: <ul style="list-style-type: none">• English• Maths• Phonics• Reading/Precision Teaching-group words• Spelling/Precision Teaching-group words• Handwriting• Rapid Maths group• Additional keyboard skills - typing• Pre and Post teaching | | Reversal Cards/Neural pathway retraining | |
| | Clear objectives and success criteria | | | Individual Literacy Intervention | | |
| | Effective feedback | | | Individual Literacy Intervention plus | | |
| | Access to different teaching styles | | | Individual/priority reading-1:1 Daily | | |
| | Collaborative learning | | | Individual precision teaching: reading/spelling | | |
| | Access to English support materials e.g.: word banks, working walls, Hi Frequency words, topic words, days of the week/ months/Multi-sensory spelling strategies | | | W3 Maths/Individual Rapid Maths | | |
| | Maths support materials e.g.: Numicon, number lines, multiplication squares | | | P scale (Pre Key Stage learners) | | |
| | In class group teaching Maths | | | Specific Speech and language programme - specified by therapist | | |
| | Special consideration to seating position | | | | | |
| | In class group teaching English | | | | | |
| | Special consideration to font size/paper colour | | | | | |
| | IT support - Alpha Smarts / predictive writers /speech recording / Typing on computer | | | | 1:1 typing programme | |
| | Read-Write Inc/Letters and sounds phonic sessions | | | | | |
| | Alternative forms of recording/barrier to learning removal/Use of writing and recording frames | | | | Additional home-school meetings | |
| | | | | | | |

| | All pupil Basic Entitlement - Wave 1 support managed by class teacher | Au/ Sp/ Su | Wave 2 Catch up or booster groups for pupils underachieving/underperforming. Managed by class teacher/SENCo can advise | Au/ Sp/ Su | SEN Individualised - Wave 3 support for pupils underachieving/underperforming. Managed by class teacher and SENCo | Au/ Sp/ Su |
|--------------------------------------|---|------------------|---|------------------|--|------------------|
| Communication and interaction | Structured class routines | | Speech and Language booster group | | Pre- tutoring | |
| | Inclusive Communication - Visually supported classroom with visual timetable | | Speech sounds group | | Specific Speech and language Care Plan- specified by therapist programme | |
| | Minimal copying from board/own copy of sheets | | Talking Partners group work | | Clicker or Communicate in print symbolised resources | |
| | Chunked instructions | | Talk About-social skills and communications group | | | |
| | Forest School/Allotment | | Narrative group | | Bespoke/Individualised Visual organiser/timetable | |
| | Learning partner (carefully chosen) | | Time to Talk group | | | |
| | Visual prompts | | Circle of friends | | Bespoke social stories | |
| | Role Play opportunities | | Small group vocabulary work | | Regular home-school liaison | |
| | Adult modelling | | Small group SEAL/PSHE | | | |
| | Talk for Writing/Big Write | | | | | |
| | Talking cubes for class discussions | | | | | |
| | Class visual timetable | | | | | |

| | All pupil Basic Entitlement - Wave 1 support managed by class teacher | Au/ Sp/ Su | Wave 2 Catch up or booster groups for pupils underachieving/underperforming. Managed by class teacher/SENCo can advise | Au/ Sp/ Su | SEN Individualised - Wave 3 support for pupils underachieving/underperforming. Managed by class teacher and SENCo | Au/ Sp/ Su |
|--|---|------------------|---|------------------|--|------------------|
| Social, Emotional and Wellbeing | Positive whole school ethos based on Christian Values/Collective Worship | | Access to Nurture Group sessions | | Appropriate/Outside agency advisory service report advice/PSP | |
| | Circle Time Provision | | Support with organisational skills | | Individual behaviour chart | |
| | School/Key Stage assemblies | | Support with concentration skills | | Individual reward system | |
| | Whole School sanctions and rewards systems | | Support with listening skills | | home/school behaviour log/Regular home-school liaison | |
| | | | Development of home/school links | | | |
| | Class reward systems | | Talk about-social skills and communications group | | ABCC charts | |
| | School behaviour policy | | Small group Forest School | | Adult mediation | |
| | Adult modelling | | | | Talk Time with TA/Teacher/SENCo | |
| | Forest School | | Small group PSHCE | | EWaN support | |
| | Class PSHE lessons | | Circle of friends | | PFSA Support | |
| | Fiddle toy / item | | | | | |
| | Play leaders | | Group reward system | | Facilitated/directed play during breaks and lunchtimes | |
| | Special consideration to seating | | Support for unstructured times | | | |
| Class mindfulness sessions | | | | | | |

| | | | | | | |
|--------------------------------|---|--|----------------------------------|--|--|--|
| Sensory and/or physical | Differentiation for P.E/Games lessons | | Learn to Move Group | | Individual medical plan | |
| | Flexible teaching arrangements | | Additional Handwriting Programme | | Individual toileting plan | |
| | Whole school accessibility | | | | O.T care plan/programme | |
| | Visual perception/tracking activities | | Additional keyboard skills | | Physiotherapy care plan/programme | |
| | Coloured overlays/reading rulers | | Fine motor skills-small group | | Learn to Move-Individual Fine and gross motor skills programme | |
| | Water Bottle | | Letter formation homework sheets | | Individual support for P.E/Games/swimming/changing for sport | |
| | Fiddle toy / item | | | | Individual ICT equipment/strategies | |
| | Fine Motor skills lessons | | | | Fiddle toy | |
| | Access to equipment for left handed users | | | | Writing slope/seating wedge | |
| | | | | | Additional swimming sessions | |

| | All pupil Basic Entitlement - Wave 1 support managed by class teacher | Au/ Sp/ Su | Wave 2 Catch up or booster groups for pupils underachieving/underperforming. Managed by class teacher/SENCo can advise | Au/ Sp/ Su | SEN Individualised - Wave 3 support for pupils underachieving/underperforming. Managed by class teacher and SENCo | Au/ Sp/ Su |
|---|---|------------------|---|------------------|--|------------------|
| Self-help, Independence and Keeping Safe | Differentiation for appropriate lessons | | Labelled water bottle with markers of how much to drink and by when | | Individual medical plan | |
| | Flexible teaching arrangements | | | | Individual toileting plan | |
| | Whole school accessibility | | | | Explicit teaching of bespoke self-help/Independence skills | |
| | Access to different teaching styles | | | | Individual support/tuition for P.E/Games/Swimming/changing for sport | |
| | Water Bottle | | | | Individual ICT equipment/strategies | |
| | | | | | Individual writing equipment/strategies | |

**APPENDIX 2
GRADUATED RESPONSE CIRCLE**

