

Brookside Primary School
Special Educational Needs Policy
June 2022



Learn Together, Achieve Together

This policy needs to be read in conjunction with the 'SEND Information Report' which outlines to parents and outside agencies the school's provision for pupils with Additional Needs. The Offer is regularly updated on the school's website.

Aims:

This policy outlines the procedures followed in school for children who have been identified with Special Educational Needs and Disabilities. We aim to meet the principles of the Children and Families Act 2015 'Special Educational Needs and Disability Code of Practice; 0 -25 years', issued September 2015. Section 1.24: "High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2015. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less."

Section 6.2 "schools...must use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN.

Partnerships:

In light of the 'Special Educational Needs and Disability Code of Practice; 0 -25 years', issued September 2015, the school works in partnership with CCGs, Local Authorities, pupils, parents and families.

Objectives:

This policy will show that at Brookside Primary School we ensure that all children have their individual needs met through good quality classroom teaching and, when necessary, through individual programs of work. Each child has access to a broad and balanced education, and is entitled to full National Curriculum provision.

Inclusion and Special Educational Needs:

'Special Educational Needs and Disability Code of Practice; 0 -25 years': "All children and young people are entitled to an education that enables them to make progress so that they: achieve their best and become confident individuals living fulfilling lives,"

The school actively seeks to remove any barriers to learning and participation. It continues to develop a positive environment where the ethos, policies and practices all seek to promote a fully inclusive school community. The school has a willingness to adapt and review its structures and practices to show its commitment to inclusive education.

Definition:

The definition of a child with Special Educational Needs, as stated in the Code of Practice 2014 (Introduction xiii), is;

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her..."

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or...has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools...For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind."

There are four 'broad areas of need' as identified by the Code of Practice:

Communication and Interaction

Cognition and Learning

Social Emotional and Mental Health Issues

Sensory and/or Physical Needs.

The school uses these categories to classify the needs of S.E.N. pupils. It also recognises that some pupils will have needs in more than one area of difficulty.

Roles and Responsibilities:

The school's co-ordinator for S.E.N has the responsibility for ensuring the day-to-day implementation of the S.E.N policy, and will co-ordinate provision for S.E.N. He/She facilitates the communication of information regarding pupils with S.E.N at an internal level with all staff concerned, and at an external level with the C.Y.P.D. (Children and Young People's Directorate), outside agencies and families.

The co-ordinator advises, monitors and ensures the implementation of good quality provision for all pupils in the school with Special Educational Needs. He/She also maintains up-to-date records and tracks the achievements and attainment of pupils with S.E.N. The co-ordinator provides support and implements training for class teachers so that they can meet the needs of SEN pupils in their class. In addition, the co-ordinator is responsible for planning INSET for staff on S.E.N issues, and to ensure that S.E.N resources are adequate and appropriate.

The S.E.N. co-ordinator is appointed by the school's management team and governors. The role also involves the responsibility of S.E.N.D. across the school alongside the Headteacher. Mrs Lindsay Warner is the current Special Educational Needs Co-ordinator. Her contact details are: lindsay.warner@brookside.stockport.sch.uk

'Special Educational Needs and Disability Code of Practice; 0 -25 years', Section 6.36

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."

The class teachers are responsible for the day-to-day provision of the SEND pupils in their class. They are also responsible for the on-going process of reviews, including notification of all interested parties of forthcoming reviews, and completing relevant documents to meet the requirements of annual reviews. In addition, teachers are responsible for the reporting of progress to parents, and assessing the needs and the provision for their needs.

Procedures in identification of S.E.N.D and Assessment:

The school is committed to the early identification of S.E.N.D in order to prevent future difficulties as the child progresses through school. Before a child starts at school, meetings are arranged with parents and nursery settings to gather information.

When a child enters school in the Reception class a 'baseline assessment' is carried out to identify current levels of attainment. This assessment includes language assessments to assess children's level of language, and this enables the school to consider what Early Language Intervention is required in the first year. The children's motor skills are also reviewed when they enter school, and if required, pupils have additional motor skills sessions to develop

their gross and fine skills. These early interventions are planned and agreed with parents in the first term of school, and are aimed at giving young children the opportunities to achieve to the best of their abilities.

Early assessments may give rise to concerns, and highlight areas of difficulty, but it will not be the only evidence used to identify a child with S.E.N.D Full use is made of any information provided by the early years establishment the child has attended, and from the parents, in order to gather several sources of evidence. If a child has an Educational Health Care Plan, prior to arriving at school, they will have a Support Plan alongside a One Page Profile.

If a teacher has identified a difficulty or has a concern about a pupil's progress, she/he will discuss their concerns with the parents and the SENDCO, further intervention may then be taken. It may be necessary to do further assessments, including using a standardised assessment screening tool.

In the event of a child having a social, emotional or mental health difficulty, the class teacher will have initial discussions with the parents and the SENDCO. This may need further referral to the B.S.S. (Behaviour Support Service) teacher appointed to support the school and/or Primary Jigsaw.

The pupil's academic progress is regularly monitored by;

- On-going observations and assessments by the class teacher
- The outcomes from Early Year Profiles, annual maths, spelling, reading and writing assessments, Phonics Screening, Key Stage 1 and 2 SATs and termly assessment tests.
- The school also uses more specific tests which measures more accurately progress and attainment. Eg. Bright Maths Assessment & Benchmark Reading Assessment tools, WRAT tests, Speech and Language assessments.
- Tracking pupils' progress through regular pupil progress reviews.

Admission arrangements for children with SEN:

A child who enters school on an Educational Health Care Plan, or with identified Special Educational Needs, will have their Support Plan reviewed and discussed between the class teacher, the SENDCO, the parents and, sometimes, the Headteacher. As much information as possible will be obtained from the previous school, and, if necessary, assessments will be carried out. A new Support Plan and One Page Profile may need to be written to meet the needs of the child.

Stages and intervention schemes:

We aim to follow the stages of intervention as recorded in the Code Of Practice 2014. This is called the Graduated Approach to support:

All pupils have access to Quality First Teaching whereby strategies and resources are in place to ensure effective learning can take place. Most pupils will have their needs met through this high quality provision.

SEN Support takes the form of a three-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs. It also ensures the right level of support is in place to ensure the pupil makes good progress and secures good outcomes. This stage draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

The stages are as follows:

- The school expects to meet the needs of the majority of children in each year group by good quality planning, teaching and assessment, which is demonstrated by providing well differentiated activities to meet differing levels of ability. This provision will include having Dyslexia-friendly, Autism-friendly and ADHD-friendly classrooms.
- Class teachers follow the cycle of: Assess, Plan, Do, Review, in order to meet the needs of S.E.N.D pupils in their class, with a Support Plan in place outlining the needs and provision.
- In the event of the child making little or no progress in the timeframe set by the teacher & SENCO, then a further assessment will be carried out to identify the specific areas of difficulty. At this point they may need individualised teaching, usually within a small group from either an L.S.A. (learning support assistant), and/or an outside agency such as L.S.S. (Learning Support Services), S.A.L.T (Speech and Language Therapy), O.T. (Occupational Therapy), S.S.S. (Sensory Support Service) B.S.S (behaviour support service) or other support agencies. At this stage the child may be referred to the Educational Psychologist for a further assessment of their difficulties.
- A child who continues to make little or no progress through the above stages, over a reasonable period of time, and still shows significant cause for concern, may then require a statutory assessment. The C.Y.P.D., parents, the school, the educational psychologist and possibly other outside agencies will all work together through this process to establish the best course of action for the child. A statutory assessment may not always lead to an Education Health Care Plan. As part of their plan, a pupil will have an Support Plan as well as a One Page Profile to identify their specific needs.

(See our Provision Pyramid in the Appendix)

Support Allocation:

The SENDCO produces a Provision Map each academic year to show how support is allocated around the school. This is shared with all staff and outside agencies who work with the school.

We aim to provide as many classes as possible with Learning Support Assistant time. School allocates support according to the need in the class. All support assistants are to be made aware of and have access to the S.E.N.D policy, the School Offer, Support Plans and One Page Profiles that are relevant to the children they work with. Regular meetings between class teachers and L.S.A.s are on-going throughout the year. The SENDCO also meets with L.S.A.s on a regular basis to monitor progress. The 'School SEN Information Report' outlines to parents how support is allocated for S.E.N.D pupils.

Support staff:

Class teachers work closely with all support staff. The class teacher is responsible for the day-to-day management of the support in his/her class. This also involves spending time to discuss the planning and reviewing of targets and intervention programmes. Support staff also meet with the SENDCO and the Headteacher to discuss their role, timetables and their professional development. The school is committed to providing ongoing training for all support staff, and to develop and improve the skills they bring to the classroom. The school feels that the role of the support assistant is vital to implementing its S.E.N. policy.

If the Support Assistant is working with individual children on specific targets that do not relate to the class work, then they may withdraw the child from the class. However, if the work relates to the lesson, or the Support Assistant is working with a small group of children, they will remain in the class.

Record keeping:

It is the responsibility of the class teacher to co-produce and evaluate Support Plans with pupils and parents, and to consult with pupils and parents about their targets. Support Plans set and evaluate targets that are additional to differentiated tasks in day-to-day planning. They are added to a pupil's One Page Profile to inform staff of a pupil's additional needs. The aims of a Support Plan are as follows:

- To highlight strengths and needs of the child
- To show what provision will be put in place in order to improve outcomes for the child
- To have individual targets which relates to the child's particular area of need.
- Be understandable for support staff, parents and children
- To inform the class teacher's planning

- To be 'smart' targets, i.e. relevant and achievable, that give specific detail as to the success criteria
- To be manageable for the class teacher.

Support Plans are evaluated every term and new Support Plans are co-produced with school and home every term, and new targets set if necessary. Where possible, the review meeting will coincide with parents' consultations, to enable convenient communications between teachers and parents. However, if parents require a further meeting, staff will try to accommodate their request. The child is also part of the review process, and their views are taken into account. Teachers keep a record of this meeting.

Teachers will also collate evidence of the children's work and/or social, emotional and mental health needs, so that a full assessment of their progress can be made.

It is the responsibility of the class teacher to ensure that records are up-to-date and are available if required. This record keeping will be monitored by the SENDCO. In the event of a referral for statutory assessment, personal support plans, One Page Profiles, evaluations, evidence of the child's work, recent assessments and any other relevant records need to be regularly updated.

Reviews:

For pupils with a Support Plan, their progress will be reviewed termly. In the event of them having support from the Learning Support Service or the Behaviour Support Service, the teacher who has been providing the support sessions will also endeavour to attend the meeting.

Annual reviews are required for children who have an Educational Health Care Plan. At Brookside the Annual Review is in the form of a Person-Centred Review; placing the child and family and the centre of all decision making. This meeting allows the parents, pupil, the school and other outside agencies to consider the child's progress over a 12 month period. Prior to the review the SENDCO will discuss the meeting with the child and send invites out to parents and all the agencies involved with the child. Any amendments or additions to the child's EHC should be identified at this review after progress has been discussed and reviewed. All parties are invited to make notes at the meeting and to have the opportunity to talk about "What is working" and "What is not working" from their perspective. There will also be a discussion around 'Strengths' and 'Needs'. A list of outcomes and actions from these reviews is circulated by the SENDCO. The Local Authority are also sent a copy of the notes from the meeting, and they are informed of any changes that have been recommended. During the course of the year there will be further meetings with parents in the form of consultations.

In Year 5 pupils with Education, Health Care Plans will have a Transition Review, where the next step of their education into Key Stage 3 will be discussed. This review will also have a representative from the Local Authority and the Year 5 teacher in attendance to discuss the implications from the child as he/she prepares to move to high school.

Parent Partnership and complaints procedure:

Parents will be fully involved in the Special Needs process, and work in partnership with the school throughout the intervention programme. The school believes that it is vital to maintain good communication between the school and parents, and that parents play an important role in providing further information on the progress of the child. The school always seeks to support and inform parents.

We also wish parents to play an active part in the education of their child, make their views known to us and maintain lines of communication with the school including, whenever possible, attending reviews or pre-arranged meetings. Teachers will always try to be as accessible as possible to parents who wish to discuss the needs of their child. The school will always seek to make procedures as simple and understandable as possible, and will help parents to access support wherever possible. The school provides information of Parent Partnership in Stockport to all parents of children with S.E.N.D.

The school obtains the permission of parents before any statutory assessment is carried out, or any involvement is sought with the Educational Psychologist. Parents are invited to meet with the Educational Psychologist if she is involved with their child.

In the event of a disagreement between the school and parents, steps will be taken to involve all parties in discussions to resolve any difficulties as soon as possible. This may also include the involvement of the Local Authority. In the event of differences not being resolved within school, parents have the right to refer any complaints to the Governors of the school, and to use the disagreement resolution services offered by the Local Authority.

Outside agencies:

The school is always aiming to develop the role of outside agencies as consultative and collaborative partners. The school works alongside outside agencies to establish an integrated approach to S.E.N.D provision, and recognises it is not the sole responsibility of one party to identify and provide for the needs of the child. Teachers from the BSS and LSS also have the role of supporting and advising class teachers, and their expertise is used to add to the school's curriculum. This could mean they are working with groups of pupils from a class to enhance the work the class teacher is providing.

The school puts a high priority on using specialist services, such as the Educational Psychology Service (EPS), Behaviour Support Service (BSS), Primary Jigsaw, the Learning Support Service (LSS), Sensory Support Service (SSS), Speech and Language Therapy (SALT), Physiotherapy and Occupational Therapy (OT). The role of these services is to provide support within school in the identification of S.E.N., provide up to date training for staff, advise on strategies, provide therapy plans and to help staff access resources and utilise strategies within the classroom. As part of the 'Special Educational Needs and Disability Code of Practice; 0 -25 years', outside agencies are obliged to attend Person-Centred Reviews for pupils with an Educational Health Care Plans. School will always endeavour to get all parties to attend pupils' reviews.

Parents will be kept informed at all times of any assessments and/or progress made with their child and any outside agencies.

SEN Governor:

The S.E.N governor represents the interests of the governing body who have important statutory duties, which are stated in the 'Special Educational Needs and Disability Code of Practice; 0 -25 years',

"There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement."

The S.E.N governor will be involved in the review and evaluation of the S.E.N policy, and is aware of the S.E.N provision within the school. He/she will also be consulted on the monitoring process of S.E.N. The S.E.N Governor and the SENDCO have termly update meetings.

The Governing Body are required to act as a 'local partner' and co-operate with the Local Authority as part of the Local Offer.

The Headteacher must report to Governors termly, on the progress and provision of S.E.N. across the school.

Evaluation of the policy:

The governing body, the head teacher and the SENDCO take overall responsibility for the S.E.N policy. However, the whole school will be involved in the deployment and implementation of the policy.

The S.E.N policy will be reviewed by the SENDCO in consultation with the Headteacher and Governing Body, and any new legislation will be taken into account during this process.

The SENDCO, Headteacher and Governing Body are also involved in maintaining, reviewing and updating the School Offer on a regular basis.

An annual review of the SEND Information Report on the school's website, will take place involving all staff, where the practices stated in the policy will be evaluated. This will then inform any review of the S.E.N. policy.

GLOSSARY OF TERMS

CYPD: Children's and Young People Directorate, based at the Town Hall.

LA: The Local Authority

LSA: A Learning Support Assistant provides in-school support for children with special educational needs and/or disabilities. They provide close support to individual children or small groups of children who have SEN. They also assist those responsible for teaching children with SEN.

LSS: The Learning Support Service provides teaching for children on School Action Plus Stage, as well as staff support and training.

BSS: Primary Behaviour Support Service

SSS: Sensory Support Service

SALT: Speech and Language Therapy

OT: Occupational Therapy

EHC: Education Health Care Plan

SENCO: The special educational needs co-ordinator is the person responsible for co-ordinating SEN provision in the school



**COGNITION AND
LEARNING
WHOLE SCHOOL
PROVISION**

EHC Plan requested. Interventions groups and 1-to-1 sessions.
Provision timetable with bespoke curriculum with planned outcomes.
Resource Provision: Pupils have a curriculum planned around their individual needs. This includes life skills.

SEN Support Plan written in co-production with pupils and parents. LSS Referral. Teaching from LSS teacher once a week. Movement breaks timetabled into day. Coloured paper/books for written work. Additional intervention groups for reading, phonics, maths, fine and gross motor skills. Motivational Maths. Motor Skills United. Time-Out sessions when needed.
Calming strategies.

*Differentiated tasks. *Multisensory approach to learning. *Additional time when needed. *Differentiated objectives. *Repeated learning. *Pre-learning vocabulary *Visual prompts. *Word processing opportunities. *Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. *Word Mats. *Number Lines. *Formative assessment used to adjust content. *Dyslexia friendly teaching – Whiteboards and presentations on non-white backgrounds. *Dyslexia-friendly fonts & range of clear fonts & size 12/ 14 font/reading rulers, *text on non white when needed for worksheets/resources. *Learning Objectives are differentiated & appropriate for need. *ADHD friendly strategies. *Verbal praise. *Use of Move N Sit cushions. *Lap cushions. *Pencil grips. *Weighted bands. *Feet bands around chairs. *Feedback recognises progress and effort, not just achievement. Independent activities. *Pre-teach key vocabulary. *Collaborative learning, *Whole class movement breaks. *Paired writing. *Talk partners. *Kagan Approach *Pairing activities. *Small group activities. *Duration of activities is apt. *Calm learning environment. *Distraction-free environments. *Sensory tools available in classroom. *Child's name and eye contact used. *Clear/simple instructions. *Relationship building & Restorative Approaches used. *Repeated, simplified, gestures, pictures, objects of reference. *Processing time given & key words emphasised. *Language provides simple commentary, gestures, signs and images support understanding. *Language is at appropriate developmental level. *Pupil communication valued and responded to. *Adults say what they mean (avoid sarcasm, abstract vocabulary etc) *Structured, consistent routines. *Adults say the behaviour they want. *Opportunities to meet sensory need (Fiddle toys). *Outdoor Learning incorporated into the curriculum. *Colour codes for levels of anxiety. *Adults recognise how tiring some conditions can be when facing the whole school day. *Opportunities for 'time-out'. *Awareness of the whole child from the One Page Profile. *Good, regular communication with parents. *Reports written termly for parents *Targets shared with parents and child. *Frames and support structures to aid poor short-term memory.

**INDIVIDUALISED
PROVISION**

**TARGETED
PROVISION**

**UNIVERSAL
PROVISION**



**COMMUNICATION AND INTERACTION
WHOLE SCHOOL PROVISION**

*EHCP referral. *Class teacher to provide individual provision timetable. Speech & language programmes provided by SALT for 1-to-1 S&L sessions *Use of Talking Mats to communicate pupil voice. *Interventions to meet EHCP Outcomes. *Support staff in class to deliver S&L programme depending on area of need.

Resource Provision: life-skills based learning, social communication skills, community links and therapies.

*Referral to buyback Speech and Language Therapist for assessment. *Group interventions. For Narrative, WordAware, Language for Thinking. *Social Communication programmes
*Detailed SEN Support Plans. *Termly reviews for SEN Support pupils. *Buy-Back additional Speech and Language Therapist to train staff, implement intervention programmes and monitor & assess pupils. *Educational Psychology referral. *Referral to SALT core service.
*Social communication referral to HYMs *Language Link interventions *Support staff deliver language intervention group work.

*Language rich classrooms *Language Link assessments for all EY pupils. *Multi-sensory approach to teaching *teaching that meets developmental needs *Drama (DEAL) incorporated into curriculum subjects. *opportunities for experiential learning such as school trips outdoor learning etc visual prompts *Opportunities to record in different ways eg. recording, photographs, word processing role play mind maps diagrams *Writing frames to structure sentences & stories *Dyslexia friendly strategies *autism friendly. *ADHD friendly classrooms *calm learning environment *timelines in every classroom *pre teaching vocabulary for topic *Differentiated texts *repetition and clarifying instructions & phrases *word banks *word dictionaries *maths vocab displayed in class *Language rich displays *number lines *opportunities for word processing *spell checkers *whiteboard with non-white background *line guides for reading *good quality printing *well presented worksheets *assessment that is formative and informs planning *quality feedback to all pupils *accurate tracking of progress of all pupils *pupil progress reviews with senior leaders *regular staff inset about SEN progress. *intervention programme updates and team meetings *Learning Objectives for every lesson shared with all pupils *objectives differentiated to meet the needs of individuals *Reading Buddies with Year 6 and Reception *Play leaders Restorative leaders and Student leaders support pupils across the school. *reduction in visual clutter around school *displays and signage are visually clear and well presented *Tables and chairs at an appropriate height *workstations *use of iPads and laptops *Makaton signing used *Classroom interventions include *social skills, memory groups, phonics groups, speech and language groups, listening groups, reading groups* *Weekly Circles in every class with opportunities for whole class speaking & listening. * Homework presentations every term for whole class speaking *Language Link assessments for all EY pupils. *All pupils have a One Page Profile which parents, pupil & staff contribute to. * CPD opportunities for support & teaching staff with SALT

INDIVIDUALISED PROVISION

TARGETED PROVISION

UNIVERSAL PROVISION



**PHYSICAL & SENSORY
WHOLE SCHOOL
PROVISION**

EHC Plan requested. OT intervention and support. Provision timetable with fine and gross motor skills and sensory planned into a bespoke curriculum.

**INDIVIDUALISED
PROVISION**

Pre-referral to the OT service for advice. Movement breaks timetabled into day. Coloured paper/books for written work. Enlarged texts for all texts. 'Join Me' or other app for visual access to whiteboard. Motor Skills United group intervention provided weekly (2 terms of evidence) ADHD referral SEN Support plan written. Sensory Support Service referral.

**TARGETED
PROVISION**

Multisensory approach to learning. Additional time when needed. Repeated learning. Visual prompts. Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. Formative assessment used to adjust content. Dyslexia friendly teaching – Whiteboards and presentations on non-white backgrounds. Dyslexia-friendly fonts and a range of clear fonts & size 12/ 14 font/reading rulers, text on non white when needed for worksheets/resources. Verbal praise. Use of Move N Sit cushions. Lap cushions. Pencil grips. Weighted bands. Feet bands around chairs. Feedback recognises progress and effort, not just achievement. Blinds at the window used appropriately for visual needs. Differentiated objectives. Independent activities. Pre-teach key vocabulary. Collaborative learning, Whole class movement breaks.

Paired writing, talk partners, random pairing activities, small group. Duration of activities is apt. Calm learning environment. Distraction-free environments. Sensory tools available in classroom. YPs name and eye contact used. Clear/simple instructions. Relationship building & Restorative Approaches used. Repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level. Pupil communication valued and responded to. Adults say what they mean (avoid sarcasm, abstract vocabulary etc) Structured, consistent routines. Adults say the behaviour they want. Opportunities to meet sensory need (Fiddle toys). Adults recognise how tiring some conditions can be when facing the whole school day. Opportunities for 'time-out'.

**UNIVERSAL
PROVISION**



**SOCIAL EMOTIONAL AND MENTAL HEALTH
WHOLE SCHOOL PROVISION**

*EHCP referral. *Class teacher to provide individual provision timetable. *Bespoke interventions to meet EHCP Outcomes. *Support staff in class facilitate a bespoke planned curriculum. *Life Skills form a key part of the provision. *HYMS involvement
*Primary Jigsaw involvement
Resource Provision: life-skills based learning, social communication skills, community links, therapies such as swimming & horse riding, Motor Skills United 3 times a week.

INDIVIDUALISED PROVISION

*SEN Support Plan in place co-produced with parents & pupils *Behaviour Support Teacher providing advice, group and 1-to-1 interventions. *Nurture Group for vulnerable pupils. *Forest Activities as an extension of PSHE/Nurture. *Adjustments to the school day *Time Out pass *Emotional regulation cards. * Zone of Regulation intervention *School Nurse support & attendance at TAS meetings. *Termly reviews for SEN Support pupils. *Buy-Back additional Speech and Language Therapist *HYMS referral. *Educational Psychology referral. *EHA *School Age + worker to support

TARGETED PROVISION

Quality first teaching includes: *Outdoor Learning is part of the whole school curriculum *All pupils have a One Page Profile which parents, pupil & staff contribute to. *Celebration Assembly each week for class awards. * Tokens for teams across school. * Raffle Tickets in some classes for prizes *Adults say what they mean without sarcasm * Child's name and eye contact used *Regular verbal praise used *Teachers say what behaviour they want to see not what they don't want to see. *Restorative Approaches used across the school for behaviour management. *Strong parent partnerships established. *Email contact with parents & families. *Early Help Assessment referrals used, *TAF process used. *Annual TAS meetings for all agencies., multi-sensory approach to teaching *teaching that meets developmental needs *opportunities for experiential learning such as school trips outdoor learning etc visual prompts *Dyslexia friendly *Autism friendly. *ADHD friendly classrooms *Timelines in every classroom *Pre-teaching vocabulary for topic *Repetition and clarifying instructions *Word banks *Word dictionaries *Practical maths equipment *Number lines *Noise and distractions minimised in classrooms *Challenging work that meets level of ability *Sensory needs are met in classes *Opportunities for word processing *Spell checkers *whiteboard with non-white background *line guides for reading *good quality printing *well presented worksheets *assessment that is formative and informs planning not just summative *quality feedback to all pupils *accurate tracking of progress of all pupils *pupil progress reviews with senior leaders *intervention programme updates and staff meetings *Learning Objectives for every lesson shared with all pupils *objectives differentiated to meet the needs of individuals *Reading Buddies with Year 6 and Reception *Play leaders Restorative leaders and Student leaders support pupils across the school *Restorative Stars in early years *Time Out systems in place where needed usually with colour-coded cards *lunchtime clubs such as Running, Yoga and Chess clubs *shared spaces are clutter free and easily accessible *reduction in visual clutter around school *displays and signage are visually clear and well presented *Tables and chairs at an appropriate height *sloping boards *pencil grips *Move N Sit cushions *workstations *use of iPads and laptops *Makaton signing used *Classroom interventions include social skills, Zones of Regulation, memory groups, phonics groups, speech and language groups, listening groups, reading groups, maths groups, fine motor skills and gross motor skills groups *Weekly Circles in every class. *Language Link assessments for all EY pupils. *Close working with EWO & attendance carefully monitored. *Transition programmes in place for Year 6 and Nursery

UNIVERSAL PROVISION