

Flushdyke Junior & Infant School

Special Educational Needs and Disability

School Information Report 2025 - 2026

Date of document: September 2025

At Flushdyke Junior & Infant School, we believe that all children deserve a fair start in life and we are committed to giving every child the opportunity to reach their full potential.

In order to do this, many steps are taken to support our pupils through their learning journey.

Quality first teaching is vital. However, for some children there are occasions when further additional support may be needed to help overcome barriers to learning.

There are many reasons why this support may be necessary. At Flushdyke J & I School, we monitor children's progress very closely and can quickly provide any extra help that is required by an individual who does not appear to be reaching their personal targets.

'Many of the children who are not progressing as expected, or are falling behind their peers can be supported, and have their needs met, through normal teaching and learning strategies, modification to teaching approaches and to classroom organisation, or through provision of ancillary equipment and aids.' (The Special Educational Needs Code of Practice, 2014)

'However, for those who have Special Educational Needs or a Disability, and who require support and/or interventions that are additional to or different from those normally provided as part of the differentiated curriculum and strategies, will need Additional SEN Support.' (The Special Educational Needs Code of Practice, 2014)

Exactly what additional support a child may receive at school, is what **SEND School Information** is about. It will also provide you with information about services available to offer support to disabled children and children with SEND and their families; how to access these services and what to expect from them.

The **SEND School Information** document will make it clear how resources are allocated and matched to children's needs and how decisions are made about the type and level of support a child may receive.

It will also contain advice about raising any concerns parents might have regarding your child's needs and provision. It is very important that school works in partnership with parents as you know your children best and we want to ensure that you feel included, informed and in agreement on how your child's needs will be met.

Flushdyke Junior & Infant School is a small school and the staff, know every one of our pupils very well. We have an excellent reputation for supporting children with SEND and we work very hard to include all children and foster good relationships with their parents.

The SEND School Information document will be reviewed annually.

The next review date is September 2026.

Children and Families Act 2014

The Children and Families Act takes forward the Government's commitments to improve services for vulnerable children and support for pupils with SEND. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act reformed the systems for adoption, looked after children, family justice and special educational needs.

The Government has transformed the system for children and young people with SEND to include those who are disabled, so that services consistently support the best outcomes for them. The Act extends the SEND system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met. Some important outcomes of the Act are:

- Putting in place birth to 25 Education, Health and Social Care Plan
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'Local Offer' of support

Hopefully, this gives some context and background to the changes in SEN that have been implemented since September 2014.

All schools are required to have a Special Educational Needs and Disabilities Coordinator (SENDCO) Flushdyke

School's SENDCO is **Mrs Jenny Barnett**.

The SENDCO (Special Educational Needs and Disabilities Co-ordinator) is responsible for the operation of the Special Educational Needs and Disabilities Policy and coordination of specific provision made to support individual children with SEND. The SENDCO liaises with staff to monitor pupils' progress and plan further interventions where progress is slower than expected. The SENDCO has regular contact with a range of external agencies that are able to give more specialised advice. The SENDCO also supports Teachers and Teaching Assistants in the delivery of specific intervention programmes and ensures that opportunities are available to train all staff in furthering their knowledge of SEND. The SENDCO meets with parents to discuss their child's development and can advise on how to help children at home.

If you have any concerns regarding SEND matters, please do not hesitate to contact school to make an appointment to speak to Mrs Barnett.

Wakefield Local Authority has published its own Local Offer and it is meant to give schools and parents clear information about services and agencies available within the Authority, that work together to support children and young people who have SEND and advice on how to access these services.

A number of questions have been developed for schools in consultation with parents/carers and other agencies, which reflect their concerns and interests. In answering these questions, schools can explain to parents and children what their setting does to identify, include and support those pupils with SEND. Each school will respond in different ways. Our responses at Flushdyke Junior & Infant School are outlined in this document.

Our aim is to produce an effective document that is a comprehensive guide for parents of pupils with SEND written in collaboration between those parents and school.

You will find the following sections in this document:

-  Regularly asked questions and answers
-  Arrangements for disabled pupils
-  Glossary of terms
-  Areas of Additional Need Explained
-  Waves of Intervention & Provision Maps

Regularly asked Questions and Answers

1. How does Flushdyke School know if children need extra help?

At Flushdyke, in order to identify if a child has SEND, we implement a process called the **Initial Identification Process** for SEND, which is a rigorous three-week approach. Teachers focus on the child they have concerns about. Teachers share concerns about the child with SENDCO. Over a three-week period and in liaison with the SENDCO, the teacher puts appropriate differentiation and learning scaffolds in place. The class teacher and SENDCO look at whether these strategies have made a difference. The SENDCO and Class Teacher also look at other elements concerning the child. Children may be identified as needing extra help through a variety of ways. These include:

-  Looking at relevant data and assessments to see if the child is performing below age related expectations and / or making slow progress.
-  Considering whether parents have any concerns about their child.
-  Observing any changes in a pupil's behaviour or progress.
-  Identifying if learning, communication and interaction or emotional difficulties remain significant and persistent, despite support and interventions
-  Acknowledging and/or identifying the presence of a Physical or Sensory Impairment.
-  Further support and advice may be sought through external agencies such as Community Paediatricians, Speech and Language Services, Educational Psychologist, Wakefield Inclusion & Special Educational Needs and Disability Support Services (WISENDSS) etc.

The SENDCO and the class teacher will look at all the above available information and consider careful whether the child needs extra support and whether they have SEND. If SEND is identified in a child, this will be discussed with the child's family and a plan to support the child will be identified. The pupil will be added to the register of children with SEND and a One Page Profile (OPP) will be written up and shared with the family. The pupil's targets on the One Page Profile will be worked towards over a defined period of time

e.g. half a term, a full term. The support for the child will also be written on to the OPP. The child's specific targets will be reviewed and a new plan OPP devised as necessary.

2. What should I do if I think my child may have Special Educational Needs?

Talk to us.

- + The Class Teacher is your first point of contact for responding to parental concerns and they will be happy to arrange a meeting with you.
- + You may also wish to speak to the SENDCO, if you require any further information.

3. How will Flushdyke Junior & Infant School staff support my child?

- + Each pupil's education programme will be planned and overseen by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- + The child's individual needs, the child's strengths, their targets and the support to be provided, will be identified on a One Page Profile, which is shared with the family and reviewed at appropriate times.
- + If a pupil's needs are related to more specific areas of learning, such as spelling, handwriting, numeracy and literacy skills, then the pupil may be placed in a small focus group, run by the teacher or teaching assistant. The length of time of an intervention will vary according to need.
- + The interventions will be regularly reviewed by all those involved and progress will be carefully monitored to ensure that it is having a positive impact on the child's learning and attainment.
- + The SENDCO monitors the progress of pupils with additional needs. They do this through holding termly pupil progress meetings with class teachers to review progress, offer advice and discuss any additional support that may be required. The SENDCO is responsible for monitoring the provision provided for each pupil.
- + Sometimes, a pupil may need more expert support from an outside agency such as Educational Psychology Service or the advisory teachers from WISENDSS (Wakefield Inclusion & Special Educational Needs and Disabilities Support Service) etc. A referral will be made with your consent to the appropriate agency and after assessments are made, a programme of support is usually provided to the school and parents. This is also formally reviewed through Joint Service Planning Meetings chaired by the SENDCO and are held twice each year.
- + If support has been in place for some time and does not seem to be helping your child to make progress, 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 details about this in Wakefield LA's 'Local Offer' which you will find on the following website; <http://wakefield.myllocaloffer.org> Reports, information and assessments will be requested from all those supporting your child including yourself, then the SEND Panel at the Local Authority will meet to decide if your child's needs are severe, complex and lifelong and need a high level of support that cannot be provided from the school's SEND budget. If so, an Education, Health and Care Plan will be written which will outline the provision needed and how the support should be used in school. The EHC Plan will be formally reviewed at least annually.
- + The Governors of Flushdyke Junior & Infant School are responsible for entrusting a named person, usually the Head Teacher, to monitor Safeguarding and Child Protection procedures. They are also

responsible for monitoring and correct administration of the Disclosure and Barring Service procedures and the school's Single Central Record.

- ✚ In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children fairly. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

4. How will the curriculum be matched to my child's needs?

- ✚ When a pupil has been identified as having additional needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- ✚ Teaching Assistants (TAs) may be allocated to work with the pupil on a 1-1 basis or as part of a small group to target more specific needs.
- ✚ If a child has been identified as having special educational needs or additional needs, a **One Page Profile** will be created. Targets will be set according to areas of need. These plans incorporate the views of the pupil and parents. These plans will be monitored and reviewed by the class teacher and the SENDCO regularly, as well as being discussed and shared with parents at Parents' Evenings or at separate review meetings.
- ✚ The curriculum may be suitably adapted and /or differentiated.
- ✚ If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pens/pencils or easy to use scissors.

5. How will I know how my child is doing?

- ✚ Parents may book meetings or phone calls with their child's class teacher at any point during the term. Class teachers will meet with parents at least twice a year through Parents Evenings to discuss your child's needs, support and progress. There may be a necessity to meet at other times to review progress and targets. For further information, the SENDCO is available to discuss support in more detail.
- ✚ If your child has complex Special Educational Needs, they may have an EHC Plan (Education, Health Care Plan) which means that a formal Annual Review will take place to discuss and report upon your child's progress. You and other professionals working with your child should attend this meeting as well as a representative from the Local Authority's SEND department.
- ✚ We have an 'open door' policy where you are welcome to make an appointment to meet with the class teacher or the SENDCO and discuss how your child is getting on.

6. How will you help me to support my child's learning?

- ✚ The class teacher may suggest ways in which you can help your child at home.
- ✚ The SENDCO, the Head Teacher and other outside agency professionals, such as an Educational Psychologist, may meet with you to discuss how to support your child with strategies to use, if for example, there are difficulties with a child's behaviour or emotional needs. Advisory Teachers from Wakefield Inclusion and Special Educational Needs / Disabilities Support Service (WISENDSS) or the Communication, Interaction and Access Team may also support your child's learning.
- ✚ Class teachers can explain to you how best you can support your child when completing homework tasks.

7. How are the school's resources allocated and matched to children's additional needs?

- ✚ The SEND budget is allocated to each school every financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- ✚ We ensure that all children who have Special Educational Needs are supported to the best of the school's ability with the funds available.
- ✚ Decisions about how to allocate extra support are made after discussions between the class teacher, SENDCO and Headteacher at Pupil Progress meetings where assessment data is tracked and analysed. We will often allocate Teaching Assistants who are funded by the SEND budget, to deliver programmes designed to meet groups of children's needs. Please refer to the detailed Provision Maps for information about what sort of support is available.

8. How is the decision made about what type and how much support my child will receive?

- ✚ These decisions are made in consultation with the class teacher, SENDCO and the Senior Leadership Team. They are based on reviews of pupil progress and on-going formal and informal assessments. Sometimes, they are influenced by advice from outside agencies. Occasionally, it can be prompted by a pupil's sudden lapse into challenging behaviour. Most often, decisions are made after rigorous assessments of individual pupil's strengths and needs.
- ✚ The amount and type of provision provided may change in response to progress made by a pupil or their general wellbeing.

9. How will Flushdyke Junior & Infant School support my child in making transitions to new schools?

The transition from primary to secondary school is a big one for all children, but especially for those with additional needs or Special Educational Needs. It is a very anxious time for parents too, as they wonder how their child will cope with the changes and how they will settle into a much bigger and busier school environment.

We understand this at Flushdyke Junior & Infant School, and we have developed our transition arrangements over a long period of time to ensure that it is a smooth, successful process for ALL our pupils.

Flushdyke Junior & Infant School has a good relationship with Ossett Academy and other local secondary schools. In Year 6, extra visits are arranged for SEND or vulnerable pupils to aid their transition to high school.

In the Summer Term, Year 6 pupils follow a structured transition programme led by the Y5/6 teacher and the Teaching Assistant for that class. Staff from the secondary schools visit Flushdyke Junior & Infant School and meet with pupils and their class teacher.

10. How will you support my child when they move to another class?

We recognise that 'moving on' can be difficult for a child with SEND. In preparation, we hold a whole school transition day in the Summer Term so that all pupils experience their new class and teaching staff. Information is passed on to the new class teacher in advance and planning meetings

take place with all staff involved. All available information is shared with the new teacher, including One Page Profiles, Provision Maps and reviews.

11. Who can I contact for further information?

- ✚ Your first point of contact would be your child's class teacher, if you want to discuss something about your child.
- ✚ Following this, you can arrange to meet with SENDCO for more information and advice. You can also speak to the Head Teacher.
- ✚ All parents are encouraged to contribute to their child's education.
- ✚ The school telephone number is: **01924 261988**
- ✚ Parent Partnership Service is now known as SENDIASS, and provides clear, accurate information and advice so parents can participate in decisions about their child's education. They can support parents in accessing information regarding Statutory Assessment requests.
- ✚ WESAIL organisation - Wakefield Early Support Advice Information and Liaison
- ✚ Further information and advice can be found at [Wakefield SEND Local Offer | Wakefield SEND Local Offer](https://wakefield.mylocaloffer.org) (<https://wakefield.mylocaloffer.org>)

12. What should I do if I feel that my child's needs are not being met?

Come and talk to your child's class teacher. Following this, you may need to speak to the SENDCO. It is so important to be able to discuss your concerns or worries with those staff involved in helping your child at school. Listening to parents is crucial, and problems around SEND concerns can be resolved much more quickly when both parents and teachers cooperate in a mutually supportive and respectful way.

Arrangements for disabled pupils

1. Disabled pupils

Many children and young people may have a disability under the Equality Act 2010- that is '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairment, such as those affecting sight or hearing, and a long-term health condition such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

All children at Flushdyke Junior & Infant School are treated equally and are included in all learning activities and events, both inside and outside of the classroom. Adaptions to the curriculum and the environment can be made to suit the needs of our children. Children are taught six core values in school, including kindness, safety, resilience, accepting diversity, respect and talents. There is great

emphasis through the RSHE curriculum (One Life Programme) and the Anti-bullying Policy about how all pupils should be treated, including those with disability.

2. Arrangements for the admission of disabled pupils

Children with a disability will be admitted to Flushdyke Junior & Infant School through the normal admissions process, which is determined by the Local Authority Admissions Department of Wakefield and the E.O.C.T. Admissions policy (see School website).

The Admissions Authorities:

- Must consider applications from parents of children who have special educational needs or disability (SEND) but do not have an Education, Health and Care Plan (EHCP) on the basis of the published admissions criteria as part of the normal admissions procedures;
- Must not refuse to admit a child who has SEND, but does not have an EHC Plan because they do not feel able to cater for those needs;
- Must not refuse to admit a child on the grounds that they do not have an EHC Plan;
- Must not discriminate against any child or young person who has a SEN or disability and must make reasonable adjustments as set out in the Equalities Act (2010) so that they can be admitted to the school where they do not have an EHC Plan. 5.3
- Children with an Education, Health and Care Plan (EHCP) are managed under a different mechanism. Any child with a school named on their EHC Plan will gain a place at the school named via the statementing process. Any child with an EHC Plan who is admitted to a mainstream school will be counted against the school's admission number.

3. Facilities provided to aid access for children with disabilities

We are happy to discuss individual requirements. However, the school is accessed, from the pavement, by a gradual ramp up to the school entrance. Access doors are at the front of the building, where the Key Stage Two entrance is and also where the Key Stage One entrance is. The corridor up to the hall is wide enough for wheel-chairs. The lower playground can be accessed via a wider door and is on one level. The top playground is accessed by a gradual ramp. In the school building, there is an accessible toilet.

Glossary of SEND Abbreviations

There are many Special Educational Needs terms that are abbreviated which can lead to confusion for parents and professionals.

Below is a glossary of the most used SEND terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD / ASC	Autistic Spectrum Disorder / Autistic Spectrum Condition
CAMHS	Child & Adult Mental Health Service
CIAT	Communication, Interaction & Access Team
COP	Code of Practice
CP	Child Protection
DCD	Developmental Coordination Disorder (Dyspraxia)
EAL	English as an Additional Language
EHCP	Education Health Care Plan
EP	Educational Psychologist
EWO	Educational Welfare Officer
FIM	Future In Minds
FSM	Free School Meals
HI	Hearing Impairment
KS	Key Stage
LA	Local Authority
MLD	Moderate Learning Difficulty
OT	Occupational Therapist

PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEMH	Social, Emotional & Mental Health
SEND	Special Educational Needs & Disability
SLD	Severe Learning Difficulty
SENDCO	Special Educational Needs and Disability Coordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment
WESAIL	Wakefield Early Support, Advice, Information and Liaison
WISENDSS	Wakefield Inclusion and Special Educational Needs & Disabilities Support Service

Areas of Special Educational Need Explained

(Follows on the next page)

Areas of Special Educational Need Explained

The SEN Code of Practice 2014 states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Area of Special Educational Need	Relating to difficulties with:
Communication and Interaction	Children may have a delay or disorder in one or more of the following areas: Attention / Interaction skills: • May have difficulties ignoring distractions. • Needing reminders to pay attention. May need regular prompts to remain on task and stay focussed. May need individualised motivation in order to complete tasks. • Difficulty attending during whole class teaching. Interaction will not always be appropriate. • May have peer relationship difficulties. • May not be able to initiate or maintain a conversation. Understanding / Receptive Language.: • May need visual support to understand or process spoken language. • May need increased communication systems. Frequent misunderstandings. • Repetition of language and some basic language needs to be used to help their understanding. • May have a very literal understanding of words and phrases. • Needs more time to process questions or spoken requests. Speech / Expressive Language: • May use simplified language and limited vocabulary. • Conversation and ideas may be difficult to follow, with the need to request frequent clarification. • Some immaturities in the speech sound system. • Grammar and phonological awareness still fairly poor which can affect levels of literacy.
Cognition and Learning	May have difficulties acquiring the skills needed for effective learning, such as use of: • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.

Social, Mental and Emotional Health	May have difficulties with social and emotional development which may lead to or stem from: • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
Sensory and/or Physical	These pupils may have a medical or genetic condition that could lead to difficulties with: • Specific medical conditions • Gross / Fine motor skills • Visual / Hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building or equipment • Over sensitivity to noise/smells/light/touch/taste • Toileting / self-care

The 'Waves' of Intervention Available at Flushdyke Junior & Infant School

The school provides a graduated response to each child, dependent on the level of need. These are often referred to as waves of intervention.

Wave 1: Quality First Teaching and differentiation.

Wave 2: Small group support for those pupils who are achieving below age expected levels, with the intention of closing the gap in attainment.

Wave 3: Specialist, individualised intervention programmes for pupils working well below age expectation, often through some one-to-one support.

What is a Provision Map?

'Provision' is what every school provides in order to support children's learning to the highest standard.

It is our aim at Flushdyke Junior & Infant School, to ensure that all pupils receive correct provision and that support is tailored to match each child's individual needs.

The Provision Map describes the wide range of strategies, interventions, support programmes and equipment that is available at Flushdyke School to assist your child. The Provision Map is divided into four specific areas of need:

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health

Sensory and Physical

For a detailed explanation of the meaning of these areas of need, please refer to the section entitled

'Areas of Special Educational Need Explained'.

Although four areas of primary need are identified here, it is recognised that many children experience difficulties that do not fit easily into one area, and may have needs which span two or more areas. It is important that school carry out a detailed assessment of individual children to make accurate judgements of their needs and provide appropriate interventions.

Flushdyke Junior & Infant School, in common with all other schools, offers a graduated level of support to pupils. This is known as the Three Waves of Support.

Wave 1 should be available to all pupils and is based on the key features of '*Quality First Teaching*' which are:

- Highly focussed lesson planning with sharp learning objectives;
- High demands of pupil involvement and engagement with their learning;
- High levels of interaction for all pupils;
- Appropriate use of teacher questioning, modelling and explaining;

- An emphasis on learning through discussion with regular opportunities for pupils to talk both individually and in groups;
- An expectation that pupils will accept responsibility for their own learning and work independently;
- Encouragement and praise to engage and motivate pupils;
- Effective, targeted feedback from teachers to help children improve the standard of their work
- High quality inclusive teaching for all;
- Differentiated learning where needed.

Wave 2 incorporates all of Wave 1, with additional interventions designed to increase rates of progress and put pupils back on course to meet or exceed age related national expectations. This can also be in the form of small group work to address certain needs.

Wave 3 'Additional or different from'. Highly personalised interventions to maximise pupils progress (in all its forms), and to minimise gaps in achievement. These may be on a one-to-one basis and with direct adult support.

Flushdyke J & I School Provision Map

Area of Need	Wave 1 Intervention Whole School Approach	Wave 2 Intervention Targeted support for individuals or small groups	Wave 3 Intervention Specialised support for pupils with additional needs
<u>Cognition and Learning</u> Specific Learning Difficulty Moderate Learning Needs Severe Learning Difficulties	<u>Quality First Teaching:</u> (& see earlier) *Work is broken down into small, achievable chunks, set out in a structured way. *Access to a varied and stimulating curriculum. *Differentiated curriculum planning, activities, delivery and outcome. * Daily One Life Morning Routine. *Teaching supported by effective modelling and questioning. *Continuous assessment of pupil progress. *A range of technology to support and aid quality teaching. * Opportunity for guided and independent work. * Opportunities to develop self-esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving. *Daily phonics using the Read Write Inc phonics and early reading programme, delivered through differentiated groups in Foundation Stage and KS1. *Outdoor Learning opportunities. *Full time Teaching Assistant working alongside Class Teachers. *One Higher Level Teaching Assistant working across school.	*One Page Profiles with SMART targets set and reviewed every term. *SENDSCO Observation and/or assessment where possible. *WISSEDS – range of intervention programmes, that school has access to. *Range of activities and games to support different learning styles. * Visuals used to support executive functioning skills.	*Access to an Educational Psychologist. *Access to WISENDS Advisory Teacher Advice, provided through termly ‘drop in’ sessions and Joint Services Planning Meeting twice yearly. *One Page Profiles with SMART targets reviewed frequently *Small group intensive help where necessary. * Use of “first, then, next...” boards. *Use of Wakefield Progression Steps *1:1 support from TA or teacher *Fully inclusive curriculum, differentiated and individualised appropriately. *My Support Plan initiated. *Application for an Educational Health and Care Plan (EHCP).

Area of Need	Wave 1 Intervention Whole School Approach	Wave 2 Intervention Targeted support for individuals or small groups	Wave 3 Intervention Specialised support for pupils with additional needs
<u>Social, Communication and Interaction</u> Speech, Language & Communication Autistic Spectrum Conditions	*As above, plus *Differentiated curriculum planning and delivery e.g. simplified language, repeated instructions, modelling, thinking and response time given, use of supporting scaffolding and physical resources etc. *Increased visual aids/prompts. *Outdoor Learning opportunities. *Visual timetables and supports are used as prompts throughout the day. *Clear verbal instructions/explanations given no more than two at a time.	*In class support with focus on developing speech and language. *Social skills development – ‘Time to Talk’ or ‘Socially Speaking,’ targeted groups as appropriate. *Use of Social Stories. *Visual support clues. *Now/Next prompting and motivational boards. *Visual Timetables. *Social PE sessions. *Access to a safe place. *SENDCO observations * Movement breaks. * Sensory breaks / sensory circuits.	*Referral to Speech and Language Service (SALT) Speech and Language *TAs may deliver individualised programmes in school as directed by SALT. *Referral to WISENDSS / Communication, Interaction and Access Team. (CIAT) *Discussion and advice given by CIAT Advisory. *Teacher at termly ‘Drop-in’ sessions and Joint Service Planning Meetings. *Meetings with parents. *Calming / time out strategies put in place. *My Support Plan can be put in place. *Application for EHCP if needed.

Area of Need	Wave 1 intervention Whole School Approach	Wave 2 Intervention Targeted support for individuals or small groups	Wave 3 Intervention Specialised support for pupils with additional needs
<u>Social, Emotional and Mental Health</u> Autistic Spectrum Conditions Moderate Learning Needs Severe Learning Difficulties	*All pupils can confidently grow in a safe, caring and supportive environment that enables the development of relationships based on mutual respect and understanding. * Visual timetables and supports are used as prompts throughout the day. * Daily One Life Morning Routine * Weekly One Life lessons – explicit teaching focused on mental, physical and social fitness. *Whole school behaviour policy. *KS1 and KS2 reward system of achievement points. *Achievement Assemblies with achievement awards given weekly *Flying High awards *Socialising activities in EYFS *Comprehensive whole school RSHE programme (One Life Programme) - Mental fitness programme – weekly and daily.	*Anti-Bullying policy, procedures and resolution meetings. * Social Skills – ‘Time to Talk’ / ‘Socially Speaking’ groups developing social skills. *Behaviour logs, targets, rewards. *Calming strategies and Time Out strategies. * Early exit at lunchtimes, supervised, to get on to the playground before peers. * Use of fidget toys. * Peer support at lunchtimes. * Access to safe spaces. * Movement breaks. * Sensory breaks / sensory circuits work.	*Referral to CAMHS (Child and Adult Mental Health Services) *Referrals to Educational Psychologist. *Referral to WISENDSS *Referral to Futures in (Minds practitioner Above referrals may involve: Social skills training / Individual counselling / confidence / self-esteem building) *Individual Behaviour Programme *Calming strategies and Time Out sessions put in place. *Sensory bags / boxes for children to use as required. *1:1 support in and out of class. *Teacher at termly ‘drop in’ sessions and Joint Service Planning Meetings, twice yearly. * Meetings with parents. * Partial timetable in place which is regularly reviewed * Home/School Communication Diary *My Support Plan can be put in place. *Application for EHCP if needed.

Area of need	Wave 1 intervention Whole School Approach	Wave 2 Intervention Targeted Support for individuals or small groups	Wave 3 Intervention Specialised intervention for those with additional needs
<u>Sensory and</u> Physical • Hearing Impairment • Visual Impairment • Multi-Sensory Impairment • Medical Needs • Developmental Coordination Difficulty	*All staff aware of implications of physical impairment and individual needs. *Training given in assisting staff to administer medication when required. *Reference to Medicines in Schools Policy. *A fully inclusive and differentiated class/curriculum approach according to individual needs. *Audit of environment to consider adaptations as required. *Modification of routines, organisation and environment. *Whole class daily handwriting practice and fine motor skills. *Regular movement breaks built in to lessons.	*Assessment and activities for hand skills and fine motor development. *Additional small group handwriting practise sessions, where required. *Range of pencil grips. *Left-handed scissors. *Sloping boards for writing. *Wobble cushions / wedge cushions. *Tangle toys for manipulation. *Fidget toys. *Appropriate seating in the classroom. *Coloured transparent overlays and reading rulers. *Targeted small group intervention to address specific needs such as self-help skills. *Physical aids where necessary or where advised by specialists. *Sensory boxes for small groups or individual children to use in sensory breaks.	*Sensory Sensitivities Checklist and Strategies. *Health Care Plans. *Intimate Care Plans. *Disabled toilet facilities. *Spring loaded scissors. *Special grip pencils. *Special pencil grips. *Liaison with Physiotherapist / Occupational Health *Time out for 1:1 exercise sessions. *Calming / time out strategies put in place. *Input from Access Team re additional equipment. *Extra support and access to appropriate ICT interventions needed. *Sensory Diet audit and activities. *Sensory bags/boxes *Teacher at termly 'drop in' sessions and Joint Service Planning Meetings. *Meetings with parents. *My Support Plan can be put in place. *Application for EHCP if needed.