



## SEND Policy and Information Report (The Local Offer)

### **Our Aim**

*'All children and young people should expect to receive an education that enables them to achieve the best possible educational and other outcomes, and become confident, able to communicate their own views and ready to make a successful transition into adulthood, whether into employment, further or higher education or training.'* (SEND 0-25 Code of Practice 2014)

At Oakmeadow we will endeavour to secure the educational provision called for by all our children to enable them to reach their full potential so that they can make a positive contribution to both the local and wider community.  
In our school we have 350+ pupils with approx. 50 children on our SEN register. These children are either categorised as children with SEN support or in possession of an Education, Health and Care Plan (EHCP).

### **Key people responsible for SEND provision**

#### Our SENCo (Special Educational Needs Co-ordinator) – Mrs Helen Morris

Responsible for:

- keeping and updating the register of all children with SEND
- working closely with the head teacher and governing body.
- ensuring the SEN policy & information report is implemented
- working closely alongside the Inclusion Manager to identify and co-ordinate provision for pupils with SEND to ensure that all children receive a consistent, high quality response to meeting their needs in school.
- ensuring teachers are carrying out the graduated approach for pupils with SEND
- liaising with parents and other professionals from outside agencies.
- ensuring that provision maps are in place, which are reviewed regularly, with the appropriate provision outlined to help pupils make the identified progress.
- ensuring that all children with SEND have a one page profile
- providing specialist support and training for teachers and support staff, so that they are equipped to support pupils to make the best progress possible.
- ensuring that 'Person Centred Planning' is used for children with an EHCP or those with Graduated Support (GSP).
- updating the school's local offer and making it available on the school's website

- preparing and leading annual reviews for pupils with an EHCP or GSP
- monitoring progress of pupils with SEND and the impact of the interventions using the school's tracking and internal monitoring systems (in conjunction with the Head teacher and Deputy Head teacher)

### Our Head teacher – Mrs Carla Whelan

#### Responsible for :

- the day to day management of all aspects of the school; this includes the support for children with SEND
- monitoring progress of all pupils with SEND
- reporting changes and updates to governors
- monitoring the impact of intervention for pupils with SEND
- working alongside the SENCo to ensure that the best provision is made for pupils with SEND

### Our SEND Governor – Mrs Sarah Court

#### Responsible for

- ensuring that that the Local Offer is up to date.
- ensuring that appropriate provision is made for children with SEND.
- reporting to governors on the effectiveness of the SEND provision in school.
- supporting the SENCo and working together.
- meeting with the SENCo on a termly basis to ensure the provision for children with SEND is effective.

### Our Inclusion Manager - Mrs May Severn

#### Responsible for:

- carrying out observations of children with SEND and the provision carried out in class.
- working closely alongside the SENCo to identify and co-ordinate provision for pupils with SEND to ensure that all children receive consistent, high quality response to meeting their needs in school.
- providing specialist support and training for teachers and support staff, so that they are equipped to support pupils with emotional, social and mental health difficulties to make the best progress possible.
- Working closely with parents through the Early Help Assessment Form (EHAF) process.

### Our Class teachers

#### Responsible for:

- providing high quality first teaching for all pupils by adapting and differentiating the curriculum to ensure that it meets the needs of individual pupils, including those with SEND
- following the graduated approach, 'assess, plan, do, review'
- consulting with parents regularly and involving them in the graduated approach
- involving pupils in their learning when setting and reviewing targets

- assessing progress through: marking, observations of children working, questioning, regular formal assessments, pupil tracking
- planning the support needed for pupils with SEND working closely with the teaching assistant
- working regularly with pupils with SEND. They retain responsibility for the pupil when involved in group/one-to-one teaching away from the main class.
- reviewing the effectiveness of the support and interventions and their impact on the pupil's progress alongside the views of the pupils and parents
- identifying specific needs with support from the SENCo or Inclusion Manager
- writing one page profiles in conjunction with Teaching Assistants /pupils/parents/SENCo
- working closely with the teaching assistants to ensure the graduated approach is implemented.
- ensuring that the SEND policy is implemented in their practice.
- liaising with the SENCo with regards to identification of SEND pupils and how to meet their needs.
- using advice and reports from outside agencies to ensure their teaching meets the needs of individual pupils.
- ensuring that objectives for children with an EHCP are implemented and reviewed regularly in conjunction with parents and pupils.
- meeting with parents of children with SEND three times a year in addition to annual parents evening to review progress and provision.

### Our Teaching Assistants

#### Responsible for:

- working with the class teacher to provide support in the classroom for children including those with SEND
- delivering intervention programmes to meet a child's additional need.
- being involved in supporting every aspect of the graduated approach (assess, plan, do, review,) in conjunction with the class teacher.
- assessing progress of pupils within intervention programmes and reporting back to class teacher

### Our Parents and Carers

#### We believe that our parents and carers are vital in supporting children's learning by:

- regularly supporting learning at home.
- attending review meetings to discuss the provision in place for their child and the progress being made.
- responding to letters, documentation and communication with home.
- communicating regularly with school to advise of changes to a child's circumstances and well-being.

*Through strong partnerships, working decisions can be made jointly to ensure children make the best possible progress.*

#### **We're listening - How does our school communicate with parents and carers with SEND?**

- Holding termly parents meetings with the class teacher for children who are on the SEND register to review progress and set new targets. If a child has an EHCP, one of the parent meetings will be an annual review. An additional 10 minutes will be

added to parents evening appointments. However, we can arrange appointments with any parent/carer with the class teacher, who wishes to discuss their child's learning outside of these meetings.

- Informal meetings
- Class teachers will contact parents if they have a concern about a child's progress, to inform parents about any intervention programme that their child may be involved in.
- Parents will be informed if the school wishes to involve outside agencies to work with a pupil.
- Pupil centred planning and objectives set by the child/teacher/parent.

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

- Pupils will be fully involved in the plan, do, review cycle; class teachers and pupils discuss and set targets together so that pupils know what their next steps in learning are.
- Class teachers/teaching assistants will discuss with pupils how they are getting on to meet the targets set.
- If a pupil has an EHCP, they are fully involved in the annual review process where appropriate. They always contribute how they think they are getting on in school. For example, they are invited in to the meeting to share good work and present their yearly news.

#### **How do we monitor the progress of children with SEND?**

- teachers are responsible for monitoring the progress of all the pupils in their class . This is done through: pupil progress meetings, marking, reading assessments, observations of children working, questioning, regular formal assessments, termly target reviews.
- teachers are responsible for recording the progress of the pupils in their class on to the school's tracking system.
- teachers have progress review meetings with the deputy head teacher to discuss the progress of the pupils in their class.
- teachers meet Head teacher to discuss progress and next steps in a termly SEND conference meeting.
- the head teacher, SENCO and Inclusion Manager will meet regularly to discuss the progress of pupils on the SEND register.
- children who are on the SEND register may be also be assessed and reviewed by outside agencies.
- rigorous monitoring that takes place informs future planning, teaching and targets.

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

- lessons are carefully planned so that every child has work which is appropriate for their stage in learning (this is called "differentiation").
- a multi-sensory approach is used to ensure engagement from all learners. Teachers use a variety of different teaching styles including, visual, auditory and kinaesthetic (VAK).
- teachers break objectives into small steps of learning.
- teaching assistants provide pre-learning and over learning opportunities for pupils with additional needs.
- children may receive adult support to complete a task set by the teacher
- children may be given additional resources to help them access particular areas of the curriculum (eg practical apparatus, specialised writing equipment, overlays, letters and sound cards, writing slopes, visual prompts)
- children may receive individual or small group support, depending on individual need.
- intervention work may take place in an area of the classroom or in a quiet space away from the rest of the group.

Children may be supported through the following tailored interventions:-

Precision Teaching – reading & spelling  
 Speech & Language therapy  
 Individual Behaviour programmes  
 Pastoral Support programme – for self-esteem, social skills, anxiety, learning behaviour  
 Number sense maths support  
 Power of 2 maths intervention  
 IDL ( Reading and Spelling interactive programme)  
 Teodorescu Fine Motor skills programme  
 Occupational Therapy pack exercises and programme  
 Cool Characters – fine motor skills  
 Cool Kids - Gross Motor skills programme  
 Motor Skills United - Gross & Fine Motor Skills programme  
 Language for Thinking - Verbal Reasoning programme  
 Read, Write, Inc (Speed Sounds) Phonic and Reading Support programme  
 Fresh start – Ruth Miskin Phonic and Reading Support programme  
 Additional Letters & Sounds support – phonics ( Years 1-3)  
 Comic strip – social skills  
 Auditory & Visual memory exercise sessions  
 SNIPs Literacy programme – High Frequency word spelling programme  
 Speed Up – handwriting  
 Therapeutic Interventions (art, cookery, gardening, sewing, knitting)  
 Social Skills/Nurture group sessions.

**Who are the other people providing services to support children with SEND at Oakmeadow Primary School?**

- Learning Support Advisory Teacher (LSAT)
- Educational Psychology Service
- Enhance Counselling Services
- Woodlands Outreach Support – Woodlands Centre
- HEALIOS
- Midlands Partnership NHS Foundation Trust
- Speech and Language Therapy
- BEEM drop in centre
- Kooth
- Autism West Midlands
- Occupational Therapy Services
- Lifelines Bereavement Counselling
- Sensory Impairment Services – Hearing & Visual impairment
- School Nurse

- Education Welfare Officer
- Physiotherapy



Please refer to the Shropshire Local authority website for a comprehensive list of service providers for the Shropshire area.  
<http://new.shropshire.gov.uk/the-send-local-offer/>

### **Access to Learning**

- Oakmeadow Primary and Nursery school is an inclusive school which warmly welcomes all members of our community. We aim to make the school safely accessible to all stakeholders and to attend to the requirements of the Disability Discrimination Act (2005).
- We endeavour to ensure that our learners are able to move around the building easily and confidently and have an equal opportunity to access the lessons and activities of school life.
- We try to anticipate better ways to provide access and information for all pupils, parent/carers, staff and other users of the school.
- Our school is on one level and has provision for people with mobility difficulties to ensure they can get around easily. We have ensured, where practically possible, door openings are wide enough to take a wheelchair and any future projects to develop the building will take account of the needs of disabled users.
- We have toileting facilities which are suitable for physically impaired users of our school.
- Children are taught using a variety of teaching and learning methods. We personalise our approach to ensure that every child feels that their education is appropriate to their needs.

### **How do we support our pupils during Transition Times?**

Although time for change is exciting, it can also be an anxious time for any child, whether it is on first entering school, moving up to the next class or to secondary education. We endeavour to make these times as smooth as possible for all children through providing discussions, visits, professional liaison and reassurance.

#### Within School

- Pupils with SEND are provided with extra support to help them move from one class to another at the end of each year.
- When considered necessary a child may spend additional time with their new class teacher and teaching assistant.
- Teachers liaise with each other to share information about every child in their class. Provision maps and One Page Profiles are shared for pupils on the SEND register.
- A social story centring on the child's new class and routines will be provided for those children who find change difficult.
- All children have a move up week during the summer term, where they spend a week with their new teacher and teaching assistant.

#### Transition to secondary

- Information regarding individual needs, outside agency support and progress is shared with receiving secondary schools so that provision can be pro-actively considered for children before the pupils transfer to the school.
- Our SENCo, Inclusion Curriculum Lead and the SENCo from the secondary school will begin to liaise during the spring term. Appropriate transitional support will be considered; a pupil may make additional visits to their new school, key workers will

liaise with the pupil to start to build positive relationships prior to starting at the school. If a child has 1:1 teaching assistant support, our TA will provide advice and information to a key worker at their new school. A key worker or the SENCo will be invited to attend the child's final annual review at our school.

- Children who may have significant additional difficulties, when moving to their new secondary school will be referred to the Woodlands transition programme. This will provide children, who may struggle with change, additional sessions at their new school.

### **Who can parents talk to regarding SEND other than school?**

- Parents and Carer Council Shropshire (PACC) is a local parent carer forum and promotes the participation of parent carers in the planning and delivery of services for children and young people (0-25 years) with disabilities or additional needs in Shropshire. PACC offers an opportunity for families of children with disabilities or additional needs to come together, to share information and to provide support to each other. It is also an opportunity to help create services that meet the needs of their families. Telephone 0845 601 2205 /enquiries@paccshropshire.org.uk
- Further support for the parents/carers of children with special educational needs can be accessed by contacting the Information, Advice and Support Service (IASS) – contact 03444 991100

#### They can:

- offer emotional support & give parents/carers the opportunity to express views in a safe environment.
- offer the opportunity to meet other parents in a similar situation.
- provide useful resources.
- help to find more support in the area.
- plan workshops & speakers
- help to extend parent's knowledge and skills to help parents build confidence.

### **If you have any questions, concerns or complaints or compliments about our provision for SEN pupils.**

Please contact the school on 01743 875020 if you wish to talk to or make an appointment with:

- Mrs Carla Whelan – Head teacher
- Mrs Helen Morris – SENCO

#### **If you wish to raise a concern or have a complaint – the following procedure should be followed:**

Class teachers are the usual first point of contact for any concerns. Most concerns are resolved informally through conversations and meetings. If a parent/carer has a more serious concern, then they can contact the head teacher who will then work to address the concern raised. It is hoped that the vast majority of concerns can be addressed through this process.

The school has a complaints policy that is available from the school office on request.

A summary of the stages described in the policy is set out below:

- Informal raising of concern with class teacher and/or headteacher
- Stage 1 Formal complaint to headteacher
- Stage 2 Formal referral to governors
- Stage 3 Formal referral to Local Authority or the Secretary of State for Education.

Your views regarding the information in this report would be valuable in updating and ensuring the information is useful and in a format that is easily accessible.

Please contact Mrs. H Morris the school SENCO with any feedback you may have.

## Our provision for pupils with SEND

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#### 1. Communication and Interaction

#### 2. Cognition and Learning

#### 3. Social, Emotional and Mental Health Difficulties

#### 4. Sensory and/or Physical Needs

### 1. Communication and Interaction

#### a. Speech, Language and Communication Needs

<b>How we identify need, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"><li>➤ Teachers will identify children who are not working within age related expectations in this area.</li><li>➤ Any concerns will be discussed with parents.</li><li>➤ The school SENCo will be informed</li></ul>	<ul style="list-style-type: none"><li>➤ Pre-tutoring of new vocabulary</li><li>➤ Use of symbols and gestures (eg Makaton)</li><li>➤ Use short chunks of information, made simpler if necessary.</li><li>➤ Extra time for pupils to respond</li></ul>	<ul style="list-style-type: none"><li>➤ Individual speech and language therapy programmes supported by SALT resources 1:1 targeted support linked to a child's speech &amp; language targets. We have 2 highly experienced Elkan trained Teaching</li></ul>

<p>and, if appropriate, will observe the child in their setting.</p> <ul style="list-style-type: none"> <li>➤ If appropriate, a referral will be made to the Speech and Language Therapy service. (SALT)</li> </ul> <p>When assessing a child, SALT may look at a range of areas: attention and concentration, listening skills, speech production, phonological awareness, expressive language skills, receptive language skills, auditory memory, sequencing, understanding of abstract and language concepts, vocabulary and naming, word retrieval, word order and sentence structure.</p> <ul style="list-style-type: none"> <li>➤ The SALT may offer the child a series of sessions to address the needs; this may be within or outside school.</li> <li>➤ The SALT will, where appropriate, provide school with resources to use with the child to support their progress. At this point the child may be discharged from the SALT team, but work can still be carried out at school</li> <li>➤ Any speech and language difficulty, which may impact on the child's progress in reading or writing, will be monitored through the school's internal tracking system.</li> <li>➤ If a child has an EHCP, their progress will be reviewed by the SENCo, together with parents and any outside agencies where appropriate, at an "Annual Review"</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visual timetables.</li> <li>➤ Pictorial or written prompts when working.</li> <li>➤ Adults model correct uses of language.</li> </ul>	<p>Assistants who deliver targeted intervention.</p> <ul style="list-style-type: none"> <li>➤ Small group work to encourage and support discussion and language development</li> <li>➤ Use of an iPad</li> <li>➤ Use of sound buttons and talking tins.</li> <li>➤ Visual &amp; Auditory memory skill exercises.</li> </ul>
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## **b. Autistic spectrum disorder/condition**

<b>How we identify need, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>➤ If adults working with a child have any concerns relating to possible ASD they will discuss their concerns with the SENCo/Inclusion Curriculum Lead</li> <li>➤ Children will be monitored and observed.</li> <li>➤ Concerns about behaviour will be shared with parents.</li> <li>➤ If concerns continue, a referral may be made using an EHAF (Early Help Assessment Form) process</li> <li>➤ If appropriate, this will initiate a further referral to Young People and Families Mental Health Service, Educational Psychologist service or Woodlands Outreach.</li> <li>➤ Once referred, Young People and Families Mental Health Service will have an initial meeting with parents and school and a "Conner's" questionnaire will be completed. Subsequent meetings and assessments may lead to a diagnosis of ASD or further strategies and programmes to be explored.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Visual timetables are used within the classroom.</li> <li>➤ Visual prompts may be used to support the completion of tasks.</li> <li>➤ Children are prepared in advance when there are changes to a routine.</li> <li>➤ Pupils may be pre-taught new vocabulary.</li> <li>➤ Instructions are simplified and broken down.</li> <li>➤ A small group may be used for discussion to build confidence.</li> <li>➤ Provision of concrete apparatus to support the learning of new concepts.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All adults in school will be aware of the pupil's difficulties.</li> <li>➤ Social stories.</li> <li>➤ Quiet time out.</li> <li>➤ Nurture group work/Pastoral Team support</li> <li>➤ Individual work station when needed.</li> <li>➤ Behaviour plan, where appropriate.</li> <li>➤ Work station privacy screen to support focus and concentration.</li> <li>➤ Individual visual timetable.</li> <li>➤ Language for thinking.</li> <li>➤ Comic strips.</li> <li>➤ Now and Next system</li> <li>➤ Weighted items – jacket, cushions, backpack etc</li> <li>➤ Visual aids.</li> <li>➤ Wobble cushions to support focus and concentration.</li> <li>➤ Socially speaking group.</li> </ul>

## 2. Cognition and Learning

### a. Moderate learning difficulties

<b>How we identify need, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>➤ Teachers will identify children who are not working within age related expectations.</li> <li>➤ Any concerns will be discussed with parents.</li> <li>➤ The school SENCo will be informed and, if appropriate the Inclusion Manager will observe the child in their setting.</li> <li>➤ Class assessments, observation and testing will be used to identify children not making expected progress. School tracking will support this.</li> <li>➤ If appropriate, a referral will be made to an appropriate agency, eg, LSAT (Learning Support Advisory Teacher), Educational Psychology Service</li> <li>➤ These agencies may identify next steps and provide advice on how best to support the pupil.</li> <li>➤ If a child has an EHCP, their progress will be reviewed by the SENCo, together with parents and any outside agencies where appropriate, at an "Annual Review".</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils may work in a small group with an adult</li> <li>➤ Pupils are given work which is carefully differentiated to meet their needs</li> <li>➤ Pupils are encouraged to use resources to support their learning such as word banks, phonic sheets, number lines and practical apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Daily reading with an adult, either in a small group or individually</li> <li>➤ Additional spelling practice</li> <li>➤ Extra phonics work in a small group – Letters and Sounds, Read Write Inc, Fresh start</li> <li>➤ Wave 3 Maths/Literacy</li> <li>➤ Spelling intervention programme - SNIPs</li> <li>➤ 1:1 or small group additional maths for prior learning or over-learning.</li> </ul>

## b. Specific Learning Difficulties eg. Dyslexia, Dyscalculia

<b>How we identify need, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>➤ Teachers will identify children who are not working within age related expectations.</li> <li>➤ Any concerns will be discussed with parents.</li> <li>➤ The school SENCo will be informed and, if appropriate the Inclusion Manager will observe the child in their setting.</li> <li>➤ Class assessments, observation and testing will be used to identify children not making expected progress.</li> <li>➤ School tracking will support this.</li> <li>➤ If appropriate, a referral will be made to a LSAT.</li> <li>➤ The LSAT may look at a range of areas: phonic knowledge, reading, spelling, working memory, processing speed, level of cognitive functioning and understanding and use of language.</li> <li>➤ The LSAT will assess whether the pupil's difficulties can be described as "specific", for example, a dyslexic difficulty.</li> <li>➤ If a child has an EHCP, their progress will be reviewed by the SENCo, together with parents and any outside agencies where necessary</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils may work in a small group with an adult</li> <li>➤ Paired reading to enable access to a text</li> <li>➤ Pupils are encouraged to use resources to support their learning such as word banks, number lines and practical apparatus</li> <li>➤ ICT; e.g. Clicker, word processing</li> <li>➤ Adult scribing</li> <li>➤ Overlays for reading</li> <li>➤ Coloured paper in books</li> <li>➤ Writing frames</li> </ul>	<ul style="list-style-type: none"> <li>➤ Toe-by-toe</li> <li>➤ SNIPs spelling intervention</li> <li>➤ Daily reading with an adult, either in a small group or individually</li> <li>➤ Additional spelling practice</li> <li>➤ Additional "Letters and Sounds" work in a small group</li> <li>➤ Ruth Miskin's phonics programme</li> <li>➤ Wave 3 Maths/Literacy</li> <li>➤ Spelling intervention programme</li> <li>➤ 1:1 or small group additional maths to pre-learn or over-learn</li> <li>➤ Springboard Maths</li> <li>➤ Tape recorders to support working memory</li> <li>➤ Ipads</li> <li>➤ IDL</li> <li>➤ Memory games</li> <li>➤ Mind mapping skills</li> <li>➤ Beat Dyslexia</li> <li>➤ Talking buttons</li> <li>➤ Auditory memory games</li> <li>➤ Visual memory games</li> <li>➤ Coloured overlays/ books to write in.</li> </ul>

### 3. Social, Emotional and Mental Health Difficulties

<b>How we identify need, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>➤ If adults working with a child have any concerns relating to mental or emotional health difficulties, they will discuss their concerns with the SENCo/ Inclusion Manager</li> <li>➤ Children will be monitored and observed.</li> <li>➤ Concerns about well-being will be shared with parents.</li> <li>➤ If concerns continue, a referral may be made by the Inclusion Manager using the Early Help Assessment Form (EHAF) process</li> <li>➤ If appropriate, this will initiate a further referral to Young People and Families Mental Health Service, Enhance, Relateen, Lifelines or the school nurse.</li> <li>➤ Agencies will meet with pupil, school and parents to discuss concerns and ways forward.</li> <li>➤ Parents can seek the services of BEAM drop in services to provide Early Help support.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils may be encouraged to work in a small group to promote confidence and self-esteem.</li> <li>➤ Work may be broken down into smaller tasks.</li> <li>➤ Talk partners.</li> <li>➤ Pupils are given clear guidance and expectations.</li> <li>➤ All staff are aware of these and reinforce the same consistent expectations.</li> <li>➤ Extra reward systems are put in place where necessary.</li> <li>➤ Time out sessions.</li> <li>➤ Pre -learning sessions.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Behaviour plan, where appropriate</li> <li>➤ Nurture groups,</li> <li>➤ Therapeutic group e.g. art, gardening cookery etc</li> <li>➤ Mini Gold programme</li> <li>➤ Good to be Me programme</li> <li>➤ Anger Management programme</li> <li>➤ Reward charts</li> <li>➤ Circle time</li> <li>➤ Social stories</li> <li>➤ Role-play</li> <li>➤ Individual designated reflection space</li> <li>➤ Counselling with external agency</li> <li>➤ Visual aids</li> <li>➤ Timer</li> <li>➤ Pastoral team support</li> <li>➤ Wobble cushions to support focus and concentration.</li> </ul>

### 4. Sensory and/or physical difficulties

#### **a. Hearing Impairment**

<b>How we identify need, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<p>Many children who have a hearing impairment will have had their condition identified prior to starting school.</p> <ul style="list-style-type: none"> <li>➤ If an adult is working with a child in class, and they suspect they may have an undiagnosed hearing impairment, the class teacher will speak to parents and ask them to make a medical appointment to have the child’s hearing tested.</li> <li>➤ This may lead to support in the form of medical aids, or may result in the teacher being aware that hearing may be a difficulty, for example, glue ear.</li> <li>➤ If a medical diagnosis is made by an ENT consultant, a referral may be made to Sensory impairment service (SIS).</li> <li>➤ This may lead to the pupil and school receiving support from a teacher of the deaf.</li> <li>➤ A child with a hearing impairment may also need further assessment in other areas of learning, for example, receptive and expressive language, vocabulary and literacy.</li> <li>➤ Progress is then assessed and reviewed in the same way as for other children on the SEND register.</li> <li>➤ Parents/ carers are also welcome to raise any concerns they may have with their child’s class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All adults working with pupils will be aware of their difficulties and take steps to promote their inclusion in class.</li> <li>➤ Wherever possible, adults will ensure that the pupil can see the adult’s face when they are talking.</li> <li>➤ When an adult is asking the pupil a question, they will say their name clearly beforehand to gain their attention.</li> <li>➤ New vocabulary may be introduced to a pupil prior to learning a topic to support their understanding in class work;</li> <li>➤ Key vocabulary may be presented in a written form to support the learning of new words.</li> <li>➤ Where appropriate, the curriculum will be differentiated in consultation with the teacher of the deaf.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children will be seated in a place which will support their hearing, away from general “traffic” in the classroom.</li> <li>➤ Where possible, we will take positive steps to manage acoustic conditions.</li> <li>➤ Children with hearing aids will be supported in the management of their equipment. As a pupil gets older, they will be encouraged and trained to manage their own equipment.</li> <li>➤ Targeted interventions to improve receptive and expressive language.</li> </ul>

## **b. Visual Impairment**

<b>How we identify need, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<p>Many children who have impaired vision will have had their condition identified prior to starting school.</p> <ul style="list-style-type: none"> <li>➤ If an adult is working with a child in class, and they suspect they may have an undiagnosed visual impairment, the class teacher will speak to parents and ask them to make an appointment to have the child's vision tested by an optician.</li> <li>➤ If necessary, the child will then be referred to a consultant ophthalmologist.</li> <li>➤ A referral may then be made by the ophthalmologist to the Sensory Impairment Team (SIS)</li> <li>➤ Progress is then assessed and reviewed in the same way as for other children on the SEND register.</li> <li>➤ Parents/carers are also welcome to raise any concerns they may have with their child's class teacher.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Where appropriate, work will be differentiated in consultation with the teacher of the visually impaired.</li> <li>➤ Before asking the pupil a question, the adult will use the child's name to gain their attention.</li> <li>➤ Clear instructions and descriptions will be given as the child may not be able to see facial expressions.</li> <li>➤ Pupils will be positioned near the board or at the front of the class.</li> <li>➤ Glare on the interactive whiteboard will be minimised through use of blinds.</li> <li>➤ A Visual Impairment Teacher (VIT) may make regular visits to assess progress of pupil and make further recommendations to teacher to assist.</li> </ul>	<ul style="list-style-type: none"> <li>➤ If a pupil is identified as having a visual impairment, school would make an assessment of their needs, and put into place any physical adaptations to the school building, as well as considering how to best to support their educational needs.</li> <li>➤ If a child has glasses, they will be reminded, where necessary, to always wear their glasses.</li> <li>➤ If required, written work is provided in an enlarged format.</li> <li>➤ Extra time may be given to complete work.</li> <li>➤ Pages on interactive whiteboard to be on an appropriate background colour i.e cream, yellow. blue to give a strong contrast</li> <li>➤ Personal tidiness and organisation will be encouraged to provide clear working space for the pupil.</li> <li>➤ Paper with a glossy surface will be avoided as this can create glare.</li> <li>➤ If appropriate, a pupil can access ICT programs including word processing/speech controlled software, for support.</li> <li>➤ Reading materials can be downloaded from load2learn.</li> <li>➤ Learning buddy</li> </ul>

### c. **Physical difficulties**

Physical difficulties may occur as a result of a range of conditions or syndromes.

When a pupil presents with any physical difficulty or disability, advice will be sought from an appropriate external agency to ensure that we meet the pupil's needs in an appropriate way.

<b>How we identify need, assess and review progress</b>	<b>How we adapt teaching to ensure access to the curriculum</b>	<b>How we provide support and intervention for those with identified needs</b>
<ul style="list-style-type: none"> <li>➤ A professional diagnosis of physical need will be made by either: a consultant, GP, physiotherapist or occupational therapist.</li> <li>➤ If a teacher has concerns about a child's physical development, e.g. coordination and motor skills, they will discuss those concerns with the parent and SENCo.</li> <li>➤ A referral will be made to the relevant agency.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Adaptations are made on the basis of the nature of the difficulty, but may include the following:</li> <li>➤ Differentiated PE lessons, using smaller equipment or adjusting the level of difficulty of a task.</li> <li>➤ Adults working in a classroom will ensure that the class layout facilitates easy movement around the space.</li> <li>➤ Activities maybe broken down into small steps.</li> <li>➤ Additional equipment will be purchased and maintained.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Programmes may be drawn up by an appropriate agency.</li> <li>➤ Cool Kids activities to improve coordination and balance.</li> <li>➤ Motor United programme to focus on key areas identified by professional advise.</li> <li>➤ Fine motor/pre-writing skills activities, e.g. threading, cutting and sticking exercises.</li> <li>➤ Pencil grips are available if required.</li> <li>➤ Modified pens and pencils provided.</li> <li>➤ Regular breaks in physical activities to avoid tiredness.</li> <li>➤ A lap top may be used instead of handwriting long pieces of writing.</li> <li>➤ Wobble cushions to support focus and concentration.</li> <li>➤ Where a child has missed lessons due to medical appointments, an adult will ensure that they are able to catch up with work missed.</li> </ul>

Written by H Morris October 2014

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