

SEND Information Report 2025/2026



Oakmeadow Primary School

AIMS

Our SEND Information Report aims to:

- set out how our school will support and make provision for children and young people (CYP) with special educational needs and disabilities (SEND)
- explain the roles and responsibilities of everyone involved in providing for CYP with SEND

A key principle which underpins the ethos of Oakmeadow is that all CYP are valued and entitled to equality of educational opportunity. This means that all our CYPs' needs are regarded as special and that the needs of CYP with learning difficulties and/or disabilities (SEND) will be addressed naturally within the school's teaching and learning policy.

At Oakmeadow, we strive to provide an inclusive, supportive learning environment for all our CYP. We endeavour to offer a curriculum that recognises the needs of every CYP, supports self-esteem and provides opportunities to fulfil personal potential. Working closely in partnership with our parents/carers enables Oakmeadow to achieve this. With many of our CYP attending our nursery provision, barriers to learning and social and emotional development are able to be identified at the earliest opportunity.

LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for CYPs with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

WHAT IS A SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND)?

A CYP has SEND where their learning difficulty or disability calls for special educational provision. This means provision that is different from or additional to that normally available to CYP of the same age.

The Special Educational Needs and Disability Code of Practice 0-25 Year (2014) identifies CYP SEND in four broad areas of need:



WHO CAN I TALK TO ABOUT MY CYP'S DIFFICULTIES WITH LEARNING/SPECIAL EDUCATIONAL NEEDS OR DISABILITY?

The Special Educational Needs and Disability Co-ordinator (SENDCo) for Oakmeadow CE Primary & Nursery School is:

Mrs Helen Morris.

Please contact at:

Email: helen.morris@oak.mmat.co.uk

Tel: 01743 875020 to arrange an appointment.



With the support of the Deputy SENCo Milly Davies, the SENDCo is responsible for:

- coordinating all the support for CYP with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all CYP get a consistent, high-quality response to meet their needs in school. This includes developing and monitoring the school's graduated response of support for our SEND CYP and supporting the assessment of progress and impact.
- ensuring the changes under the SEND Code of Practice 2015 are implemented in line with the school's SEND Development Plan.
- ensuring that parents/carers are involved in supporting their CYP's learning, kept informed about the support their CYP is getting, and involved in reviewing how they are doing.
- liaising with all the other people who may be coming into school to help support a CYP's learning e.g., Speech and Language Therapy, Learning Support Advisory Teacher, Educational Psychology, etc.
- reviewing Learning for Life framework and Wave provision with Class Teachers.
- updating the school's SEND register (a system for ensuring all the needs of CYP with SEND in the school are known) and making sure that there are excellent records of your CYP's progress and needs.
- providing specialist support for teachers and support staff in the school so they can help CYP with SEND in the school achieve the best progress possible.
- evaluating in conjunction with all relevant stakeholders, the effectiveness of the school's SEND provision.
- Sharing reports and recommendations from professionals with teaching staff.
- Updating CPOM records with information from external agencies – i.e. speech & language reports, BEEU referrals, documentation regarding diagnosis, hearing test updates, education psychology reports and documentation from the Local Authority EHCP team.
- applying for additional support and funding where necessary for our most vulnerable CYP.
- co-ordinating teachers and teaching assistants to ensure the best support is given to the CYP on the SEND register and those with Early Intervention Grants, Graduated Support Plans and Education, Health and Care Plans.

Your CYP's Class Teacher is responsible for:

- checking on the progress of a CYP with SEND and identifying, planning and delivering any additional help they may need (this could be things like targeted work, making adaptations and additional support) and letting the SENDCo know as necessary.
- liaising with Teaching assistants regarding provision, strategies and resources.
- making necessary adaptations in the classroom to enable CYP to access learning.
- reviewing progress of CYP on Wave provision on the Learning for Life framework.
- writing Person Centred Plans (PCPs) and sharing and reviewing these with parents at least once each term and planning for the next term.
- completing Assess, Plan, Do and Reviews (APDR) of CYPs' targets.
- ensuring that all staff working with a particular CYP in school are helped to deliver the planned work/programme for the CYP, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, in addition to adaptive Quality First Teaching.
- ensuring that the school's SEND Policy is followed in all classrooms and for all the CYP they teach with SEND.
- implementing recommendations from outside agencies.

The Headteacher, Mrs Samantha Hill is responsible for:

- the day-to-day management of all aspects of the school, this includes the support for CYP with SEND.
- giving responsibility to the SENDCo and class teachers but is still responsible for ensuring that your CYP's needs are met.
- making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- support the school SENDCo in terms of budgeting the SEND provisions.

The SEND link Governor, Hannah Byrne is responsible for:

- making sure that the necessary support is made for any CYP who attends the school who has SEND.
- challenging the school's SEND team to ensure ALL CYP are supported to reach their full potential.

HOW CAN I LET THE SCHOOL KNOW I AM CONCERNED ABOUT MY CYP'S PROGRESS IN SCHOOL?

First of all:

You should speak to your CYP's class teacher. The class teacher will also pass on your concerns to the SENDCo and Deputy SENDCo.

What if I am still concerned?

You can make an appointment to meet with the SENDCo (this is done via the school office) or you can attend a SENDCo drop in session, these are usually on parents evening.

What if I am *still* concerned?

You could make an appointment to speak with the Headteacher or our SEND Governor.

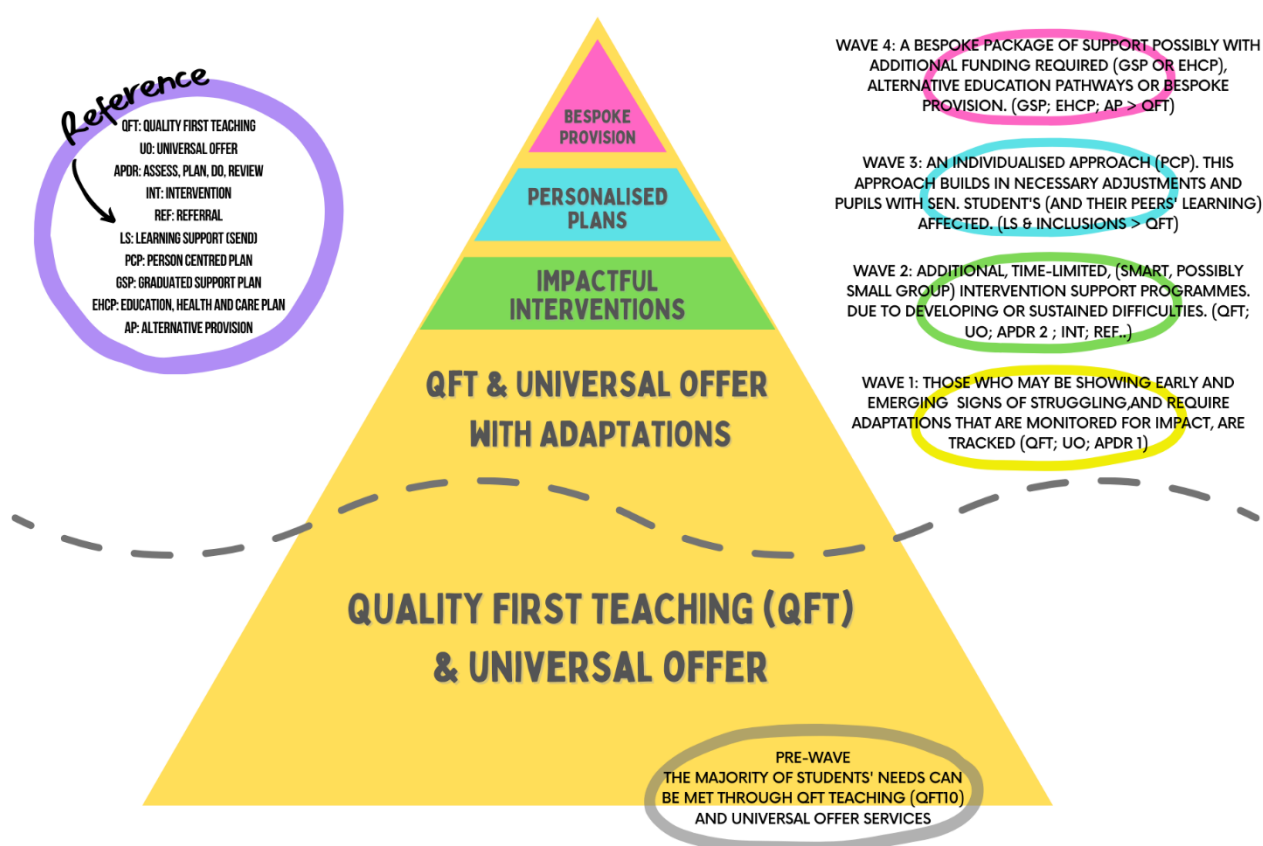
HOW WILL THE SCHOOL LET ME KNOW IF THEY HAVE ANY CONCERNS ABOUT MY CYP'S LEARNING AND PROGRESS?

Your CYP's progress will be discussed with you at Parents' Evening each term.

If it is felt that your CYP would benefit from being on the SEND Register, the school will set up a meeting with you to discuss this in further detail and to:

- listen to any concerns you may also have.
- plan any additional support for your CYP.
- discuss with you any referrals to outside professionals to support your CYP's learning.

WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR CYP WITH SEND AT OAKMEADOW CE PRIMARY AND NURSERY SCHOOL?



Support is provided along a graduated pathway at Oakmeadow Primary & Nursery School whereby most CYPs' needs are met through the Universal Offer, including Quality First Teaching. Where a CYP's needs are greater than the Universal Offer, an assessment of need will identify the appropriate next steps to support the student to a provision that meets their need: specific, low-level intervention, high-level intervention or an extensive provision, possibly with additional funding required, via a bespoke provision offer (Early Intervention Grant for Nursery children, Graduated Support Plan or Education, Health and Care Plan for pupils from Reception to Year Six). Our Learning for Life framework identifies these levels of support as 'Waves'. The level of need and provision requires depicts the wave, the CYP is placed on. A child with a diagnosis may require some adaptations in the classroom and a targeted intervention. This therefore doesn't automatically place the CYP on our SEN register. However all CYP's needs vary and therefore all needs will be assessed on an individual basis.

Targeted classroom teaching by the Class Teacher (also known as Quality First Teaching)

For your CYP this will mean that:

- the teacher has the highest possible expectations for your CYP and for all student in their class.
- all teaching is based on building on what your CYP already knows, can do and can understand.
- different ways of teaching are in place so that your CYP is fully involved in their learning. This may involve things like using more practical and visual resources.
- specific strategies (which may have been suggested by the SENDCo or outside agencies) are in place to support your CYP to learn.
- your CYP's teacher will continually check your CYP's progress and differentiated activities will be in place to address gaps in learning in order to help your CYP make the best possible progress.

All CYPs receive this as part of excellent classroom practice.

Specific group work with a smaller group of student (Intervention Groups)

Intervention Groups: provide targeted, short term support to address a particular area of learning such as phonics, handwriting or social skills for example.

These groups are often reactive to how the student has progressed in their learning that morning:

- may be led inside the classroom or in a different room.
- may be led by a teacher or a teaching assistant who has had the appropriate training to lead the group.

Support through Intervention Groups is available to all CYPs, as appropriate, who have been identified as needing some extra support in order to help them make good progress. This will include CYPs on the SEND Register, as appropriate to their individual needs.

Specialist support by an outside agency

CYPs on the SEND Register in the category of School Support may also receive support from a member of staff from an outside agency e.g. Speech and Language Therapy (SALT), Sensory Inclusion Service (hearing and visual needs).

For your CYP this will mean:

- your CYP will have been identified by the Class Teacher/SENDCo (or you will have raised your concerns) as needing more specialist support instead of, or in addition to Quality First Teaching and intervention groups.
- you will be asked for your permission for the school to refer your CYP to the appropriate agency.
- an appropriate professional will work with your CYP to understand their needs and make recommendations to school staff - this advice may be about particular teaching strategies or specialist resources that would benefit your CYP.

This type of support is available for CYPs with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified bespoke support

This is usually provided by an Early Intervention Grant (**for those CYPs in Nursery**) **Graduated Support Plan** or **Education, Health and Care Plan (EHCP)**. This means your CYP will have been identified as needing a very high level of support to access the curriculum, which cannot be provided from the budget available to the school. Usually your CYP will also need specialist support from professionals outside the school e.g. Speech and Language Therapy (SALT), Learning Support Advisory Teacher (LSAT), Sensory Inclusion Service (SIS) for hearing and visual difficulties, Educational Psychology, etc.

For your CYP this will mean:

- the EIG/GSP/EHCP will outline the level of support your CYP will receive, how support should be used and what strategies must be put in place.
 - the EIG/GSP/ EHCP will set out long and short term goals for your CYP.
 - the EHCP will be reviewed annually.
- This type of support is only available to CYPs whose learning needs are severe, complex and, in some cases, lifelong.

IF MY CYP REQUIRES AN EHCP, HOW DO I GET THIS FOR MY CYP?

Following significant and continuing intervention from both the school and/or outside agencies, it may be felt that your CYP's needs are particularly complex and cannot be addressed from the budget available to the school. School (or you as a parent/carer) may wish to request that the Local Authority (LA) carry out a statutory assessment of your CYP's needs. This is a legal process which sets out the amount of support that will be provided for your CYP.

For your CYP this will mean:

You and/or the school will complete a request for statutory assessment (ECHNA) which provides the Local Authority EHCP Team with a wealth of information about your CYP including attendance, attainment levels, barriers to learning, provision including strategies and resources that have been used in school, evidence of Assess Plan Do Review and any external professionals' advice and reports.

The LA via a panel then decide if through this evidence, your CYP's needs are complex enough to require a statutory assessment. If this is the case, they will agree to 'Yes to Assess' and instruct necessary professionals to carry out further assessments and compile reports outlining your CYP's needs and recommendations around provision. If they do not think your CYP needs a statutory assessment, they will provide the school with recommendations for next steps.

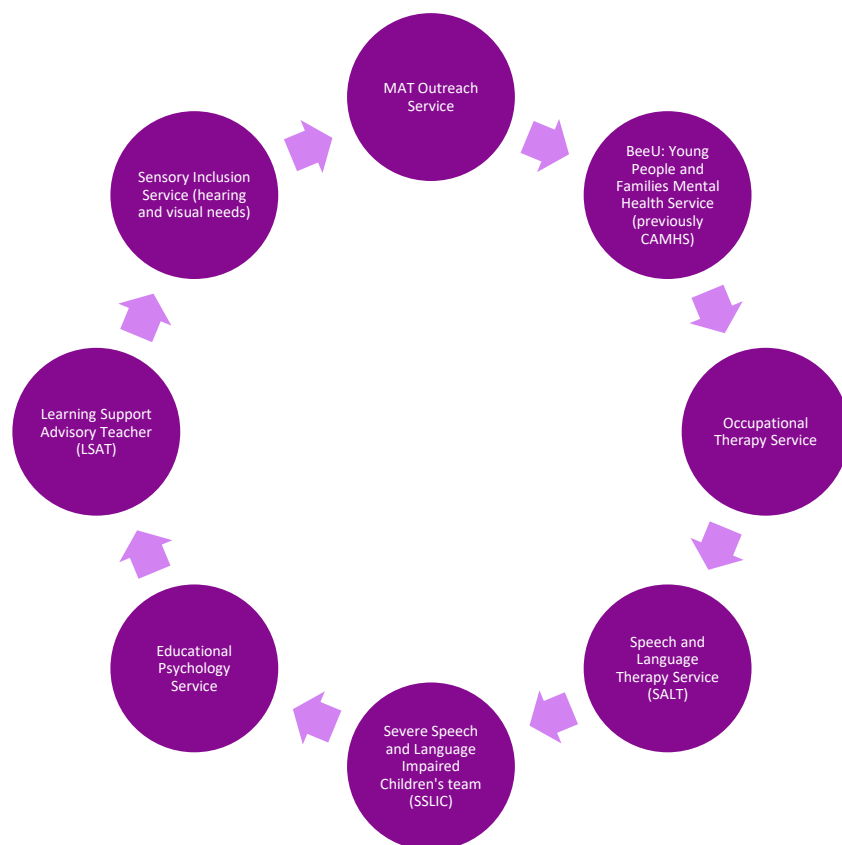
After all the reports have been received by the LA, they will decide through a SEN panel if your CYP's needs are at the level where an EHCP needs to be issued and funding provided to enable your CYP to make progress at school. If this is the case they will draft an Education, Health and Care Plan (EHCP) to be reviewed by parents and school SENCO. Once agreed, an EHCP will be issued. If this is not the case, they will provide the school with further recommendations.

The EHCP will outline the band of support your CYP will receive from the LA and how the support must be used i.e. the provision that must be in place such as intervention programmes, strategies and resources to support your CYP meet individual long and short-term outcomes. This is reviewed annually and amended where necessary. In the event of your CYP's needs changing significantly, an annual review may be arranged earlier.

HOW IS EXTRA SUPPORT ALLOCATED TO CYP AND HOW DO THEY MOVE BETWEEN THE DIFFERENT LEVELS?

- The school budget includes money for supporting CYP with SEND.
- The Headteacher decides on the budget for SEND in consultation with the School Governors, business manager and SENDCo, taking into account the CYP already receiving support, the CYP needing extra support and the CYP who have been identified as not making as much progress as would be expected.
- At Oakmeadow, classes have Teaching Assistants. The Class Teacher and SENDCo will organise the Teaching Assistant's time and targeted support according to the CYP's needs.
- Not all children with an EHCP will receive 1:1 support. Statutory requirements are outlined in Section F of the CYPs EHCP.
- If appropriate, CYP may also be part of targeted intervention groups to address particular needs.
- All resources and support are reviewed regularly and changes made as needed as part of the graduated response. This is also referred to as Assess, Plan, Do and Review (APDR).

WHO ARE THE OTHER PEOPLE PROVIDING SERVICES TO CYP WITH SEND AT OAKMEADOW?



- The SENDCo and Deputy SENDCo support class teachers in planning for CYP with SEND.
- Oakmeadow has a training plan for all staff to improve teaching and learning for all CYP and this includes whole school training on SEND issues such as Attachment & Trauma, Speech and Language difficulties, Neurodiversity, Dyslexia etc.

- Individual members of staff also attend training courses run by outside agencies that are relevant to the needs of specific CYPs across the school.

HOW WILL TEACHING BE ADAPTED FOR MY CYP WITH SEND?

- Class teachers plan lessons taking into account the needs of all CYP in their class, including those with SEND.
- Specially trained Teaching Assistants can adapt the teacher's planning further to meet the needs of individual CYP, if needed.
- Your CYP may also be part of an intervention group to target a particular area of learning i.e. phonics, maths, handwriting etc.
- If appropriate, specific resources may be provided to help your CYP's learning i.e. writing slope, pencil grips, lap cushion, fidget toy.
- Planning and teaching will be adapted daily if needed to meet your CYP's learning needs.

HOW DO WE EVALUATE THE EFFECTIVENESS OF THE PROVISION MADE FOR CYP WITH SEND?

- All CYP, including CYP with SEND, have their progress and attainment tracked throughout the year. Currently there are three main dates throughout the year where data is collected.
- Pupil progress meetings are held regularly throughout the year to identify CYP including those with SEND that are not making expected progress and the support being put in place for these CYP.
- Targeted interventions are put into place for CYP who are not making expected progress and interventions are tracked and analysed to evaluate the impact.
- Regular meetings with staff, parents/carers and CYP ensure that interventions and additional support have the desired impact on CYPs' progress, attainment, and personal development.

HOW ARE CYP AND YOUNG PEOPLE WITH SEND FACILITATED TO ENGAGE IN ACTIVITIES AVAILABLE WITH THE SCHOOL WHO DO NOT HAVE SEND?

- We ensure that all CYP have equal opportunities.
- All our CYP are encouraged to join in a wide range of extra-curricular activities.
- We ensure that our school environment is adjusted and adapted to meet the specific needs of any individual CYP.

HOW DO WE SUPPORT THE EMOTIONAL AND SOCIAL DEVELOPMENT OF OUR CYP WITH SEND?

The wellbeing of all our CYP is paramount.

- Our SENDCo is a Deputy Designated Safeguarding Lead (DDSL) and works closely with the other DDSLs in school to ensure that all CYP are well supported in their wellbeing.
- Our PSHE curriculum supports the needs of all CYP including those with SEND.
- For those CYP with particular social and emotional needs, targeted intervention groups are made available.
- Oakmeadow have three qualified Nurture practitioners trained through the Nurture UK programme who lead our daily Nurture Provision.
- Emotional Literacy Support Assistants support identified CYPs through targeted provision.
- Boxall Profiles are carried out to identify and prioritise the social and emotional needs of CYPs. Provision is developed accordingly.

- At Oakmeadow, we have qualified members of staff who support CYP with a range of emotional needs including recognising emotions, self-esteem, social skills, friendship skills, anger management, loss and bereavement.
- Our Anti-Bullying Policy outlines the school's approach to all instances of bullying. All CYP are taught about bullying and how to prevent it.
- Clear and consistent behaviour policy application promotes positive behaviour and is used across school, and also promoted during assembly time.
- Support is sought from external agencies when required.

HOW WILL WE MEASURE THE PROGRESS OF YOUR CYP IN SCHOOL?

- CYP's progress is formally reviewed every term by the class teacher and given a level in reading, writing, grammar, punctuation and spelling (GPS) and maths. In Nursery and Reception, progress is robustly tracked across all areas of the CYP's development.
- Oakmeadow uses a variety of assessments to assess and monitor attainment and progress in CYP's learning.
- At the end of year 6, all CYP are assessed using Standard Assessment Tests (SATs). If the SATs are not appropriate for your CYP due to the level of their need, they may not have to take them. This will be discussed in advance with parents and government guidelines followed accordingly.
- Access arrangements will be put in place where required as outlined in Government Access Arrangement guidelines.
- CYP on the SEN Register have a Pupil Centred Plan (PCP) and One Page Profile which are reviewed with parents each term at the SEND review meetings.
- PCPs, profiles and assessment data are monitored by the SENDCo each term to ensure learning approaches are appropriate and CYP with SEND are making progress.
- If your CYP has an EHCP, this will be formally reviewed with you at an Annual Review with all adults involved in your CYP's education.

HOW IS OAKMEADOW ACCESSIBLE TO CYP WITH SEND?

- Oakmeadow's premises are all on one level, with adaptations for access where necessary which ensures it is accessible to all CYP.
- Toileting facilities for disabled users are available .
- All equipment is accessible to all CYP regardless of their needs.
- Wrap Around Care, after school clubs and extracurricular activities are available for all CYP, including those with SEND.

HOW DO WE WORK TOGETHER WITH CYP WITH SEND?

- We value the opinion of all our CYP and allow regular opportunities for CYP to discuss their learning.
- CYP are involved in peer and self-assessing regularly and respond to marking to improve their learning.
- SEND One Page Profiles are created and reviewed with the CYP termly.
- Where appropriate, CYP participate in setting targets.

WHAT EXPERTISE IS AVAILABLE WITHIN OUR SCHOOL?

Teaching and Support staff have achieved formal qualifications in specific areas of SEND and undertake continual professional development across a range of areas including:

- Mental Health
- Trauma awareness
- Speech & Language Support – Elkan, Contrastive Pairs, Colourful Semantics, Makaton, Intensive Interaction
- Talk Boost facilitators – Nursery, Key Stage 1 and 2
- ASD Training - Levels 1, 2 and 3
- Attachment Training – Levels 1, 2 and 3
- Supporting CYPs with specific needs :Dyslexia, ASD, ADHD, Foetal Alcoholic Spectrum Disorder (FASD), Dysgraphia,
- Sensory processing
- Cool Kids facilitator – supporting fine and gross motor skills
- Assessing for Visual Stress
- Nurture specialists.
- Understanding Your Child Facilitators
- Screening for Dyslexia
- Screening for Processing difficulties

WHICH EXTERNAL AGENCIES DO WE WORK WITH?

We access a wide variety of services to support all aspects of development for SEND CYP, including:

- Educational Psychology Services
- Family Support Workers
- BEEU
- Kooth
- Sensory Inclusion Service – Sight and Hearing.
- Severe Speech Language Impairment Children's Team – (SSLIC)
- Speech & Language Therapy Team (SALT)
- Young People and Families Mental Health Service
- Occupational Therapy Services
- Physiotherapy Services
- Child Development Centre
- Reach For Inclusion
- Outreach Services
- Independent practitioners

HOW DO WE WORK TOGETHER WITH YOU AS A PARENT/CARER OF A CYP WITH SEND?

At Oakmeadow:

- we believe that parent/carer involvement and support is vital to the success of the education of the CYP, and especially those with SEND.
- we have an open-door policy and class teachers are always available to discuss your CYP's progress or any concerns you may have, at a mutually convenient time.

- the SENDCo is available to meet with you to discuss your CYP's progress or any concerns/worries you may have. An appointment can be made through the school office.
- the SENDCo runs a drop-in session during parent's evenings.
- our Family Liaison & Parenting Support Advisor – May Severn holds drop in sessions for parents on a weekly basis. Appointments can be made in advance through emailing her directly may.severn@oak.mmat.co.uk
- class teachers will share strategies that are working well in school for your CYP so that similar strategies can be used at home if appropriate.
- we work closely with all parents/carers to listen to their views so that we can build on CYPs' previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum and school life.
- all parents/carers are encouraged to attend Parents' Evening each term, in addition to the 10-minute SEND meetings with the Class Teacher if CYP is on the SEND register. During these SEND meetings your CYP's SEND Pupil profile and targets will be reviewed and updated together. Support and strategies will be discussed to support your CYP both at home and in school.
- CYP who have an EHCP have an annual review which will replace one termly SEND review meetings during the year. The CYP, parents/carers and professionals who are working with the CYP, will be invited to the meeting to review progress and set new appropriate targets for the following 12 months. All information from outside professionals will be discussed with you by the professional concerned, or where this is not possible, in a report.
- homework will be adapted as appropriate to meet your CYP's needs.
- if appropriate, a home/school contact book will be set up to support communication between home and school.
- we respect the differing needs of parents/carers such as disability or communication and linguistic barriers. Parents/carers are also encouraged to bring an appropriate friend/relative to meetings if they wish to do so.

SEND LOCAL AUTHORITY –LOCAL OFFER

www.shropshire.gov.uk/the-send-local-offer

Further support is available from The Shropshire Information, Advice and Support Service (Shropshire IASS) which provides free, confidential, and impartial information, advice and support regarding special educational needs and disabilities (SEND), including health and social care.



Contact Shropshire IASS on 01743 280019. The referral line is manned Monday to Friday, 10am till 4pm.

Email address: iass@shcab.cabnet.org.uk Website: <http://www.cabshropshire.org.uk/shropshire-iass/>

HOW WILL WE SUPPORT YOUR CYP WHEN THEY MOVE TO ANOTHER CLASS IN OUR SCHOOL OR THEY LEAVE OAKMEADOW?

We recognise that transitions can be difficult for all CYP and particularly CYP with SEND. We therefore take the following steps to ensure transition is as smooth as possible:

When your CYP moves to another class in our school we will:

- ensure teachers have a transition meeting before your CYP moves class, to pass on information such as Pupil Profiles (including learning styles, outside agencies involved, interests); make a social story with your CYP, if appropriate to their needs, with details of staff and routines in the new class.
- we have a move up period at the end of the summer term, where your CYP moves into their new class prior to the summer break. We hope this will help to alleviate or reduce any worries and enables a relationship with the CYP and teacher to form prior to the September start.

If your CYP moves to another school, we will:

- contact the SENDCo at the new school and ensure they are aware of the support your CYP needs.
- ensure that all records about your CYP are passed on as soon as possible.

In Year 6 we will:

- ensure the Year 6 teachers and SENDCo liaise with staff from the secondary school to pass on necessary information.
- provide focused learning activities about aspects of transition to support your CYP's understanding of the changes ahead.
- Liaise with the new secondary school to arrange additional visits to support the transition.
- Make arrangements for the SENDCo from the secondary school is invited to your CYP's Year 6 Annual Review if they are in possession of an EHCP.

If you have any questions, concerns, complaints, or compliments about our provision for CYPs:



Oakmeadow CE Primary and Nursery School Provision Map

	<u>All CYP have access to:</u>	<u>Additional strategies for CYP with SEND may include (when appropriate):</u>
<u>Cognition and Learning</u>	• Quality first teaching • Differentiation strategies • Flexible teaching arrangements e.g., seating • Stimulating curriculum • Different learning styles • Calm learning environments • Adaptations and scaffolding • Visuals	• Focused teaching on individual targets • In class TA support for English and Maths to focus on basic skills (small group or 1:1) • Multi-sensory activities e.g., for spelling • Extra 'thinking time' to organise thoughts and complete work. • Chunking information and instructions • Additional reading with an adult • Additional use of ICT (information communication technology) • Visual timetables • Visual prompts • Scribe for writing • Coloured Overlays • Coloured books • Reading & Thinking • Activities to develop memory skills. • Use of resources to focus concentration e.g., lap pads, fidget toys, privacy screens. • 1:1/small group teaching for phonics • Individualised arrangements for SATs • Precision Teaching • Phonological processing • Directional Teaching • Coloured Overlays & Books • Rapid Phonics • Rapid Reading • Mastering Number • Individual support from LSAT, Educational Psychologist and ASD Outreach service
	<u>All CYP have access to:</u>	<u>Additional strategies for CYP with SEND may include (when appropriate):</u>
<u>Communication and Interaction</u>	• Quality first teaching • Differentiation strategies • Flexible teaching arrangements e.g., seating • Stimulating curriculum • Different learning styles • High focus on speaking and listening activities. • Language rich environment • Use of Makaton within Nursery & Reception.	• Visual timetables • Now and Next, then & Then • Multi-sensory activities • Peer support to model language • TA support for speech and language activities (small group or 1:1) • Colourful Semantics • Contrastive Pairs • Concept Words • Elklan • Additional use of ICT – laptop • Use of barrier games • Intervention groups e.g., Social skills group, Talk About • Talk Boost programme • Attention & Listening activities. • Resources - tent, weighted lap rests etc • Playground support

		Individual support from Speech and Language Therapist, LSAT or Educational Psychologist
	<u>All CYP have access to:</u>	<u>Additional strategies for CYP with SEND may include (when appropriate):</u>
<u>Social, Emotional and Mental Health</u>	- Quality first teaching - Differentiation strategies - Flexible teaching arrangements e.g., seating - Stimulating curriculum - Relax Kids - Calming learning environment - Class visuals - Different learning styles - Whole school behaviour policy - Use of dojos, pom poms and school house points to recognise positive behaviour - Zones of Regulation programme - Colour Monster (Nursery, Reception & Year 1) - Whole school and class rules. - Focused PSHE curriculum - Head of School awards and other strategies for recognition. - Positions of responsibility e.g., Prefects, Librarians, Movement Mentors. - Calming space	- Focused teaching on individual targets - In class TA support. - Break & Lunchtime support. - Individualised reward systems – related to interests and personalised targets. - Separate areas for independent work when appropriate. - Resources - tent, weighted lap rests etc - Visual timetable - When & Then, Now & Next visuals - Nurture provision - Alternative curriculum - cookery sessions, gardening, forest school activities. - Daily morning Meet & Greet sessions - Small group circle time - Access to quiet 'time out' space - Social stories and comic strip activities - Regular contact with Inclusion Lead & Pastoral Team when identified. - Intervention groups e.g. No Worries, Volcano in my Tummy, Zones of Regulation, social skills group, Socially Speaking, Talk About programme. - Behaviour Support Plan - Mindfulness activities – breathing buddies. - ELSA sessions - Individual support from MATi Outreach Services (formerly Woodlands Outreach), Educational Psychologist, BeeU, ASD Outreach.
	<u>All CYP have access to:</u>	<u>Additional strategies for CYP with SEND may include (when appropriate):</u>
<u>Sensory and Physical</u>	- Quality first teaching - Differentiation strategies - Flexible teaching arrangements e.g., seating - Stimulating curriculum - Different learning styles - Fine Motor Skill activity boxes - PE curriculum - Fit 15 daily. - After school sports clubs - School games teams - Forest School - Funky fingers - Extra-curricular activities - Seating plan	- Focused teaching on individual targets - In class TA support - Use of resources such as pencil grips, writing slopes, different paper types, larger fonts, alternative PE equipment - Visual timetables - Additional use of ICT - Sensory Circuits - Adapted equipment & facilities. - Forest School activities - Multi sensory support. - Sensory audits - Intervention groups e.g., Cool Kids, Speed Up Handwriting, Motor Skills United, OT Pack, Jungle Journey (Nursery & Reception)

		• Toilet for disabled users • Assisted technology • BBC Dance Mat – touch typing • Hearing impairment equipment • Individual support from Sensory Inclusion service, Occupational Therapy, Physiotherapy.
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