



**HOLY TRINITY**  
**Church of England Academy**

**Special Educational  
Needs And  
Disability Policy**

<b>Date Agreed</b>	Summer Term 2026
<b>Date to be Reviewed</b>	Summer 2027
<b>Signed</b>	<i>Tina Murphy</i>

## **Section 1 - Compliance**

All children on the SEN register will be able to access the building and curriculum. The school will aim to make reasonable adjustments where possible to ensure their needs are catered for. This is in line with The Equality Act 2010.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) and has been written to the following documentation:

- Equality Act 2010: advice for schools DFE 2013
- SEND Code of Practice 0-25 (May 2015)

## **Section 2 - Rationale**

Holy Trinity CE Academy values all pupils equally and celebrates their differences. We are committed to providing high quality learning experiences, which are enjoyable, carefully adapted and appropriate to all the children attending our settings. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is inclusive.

## **Section 3 – Definitions**

### **Special Educational Needs**

A child or young person has special educational needs if he or she:

- “Has significantly greater difficulty in learning than the majority of others of the same age” or
- “has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools.”

(SEND Code of Practice 0-25 May 2015)

**Disability:** Those with a disability are defined under the 2010 Equality Act as those who have 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 includes children with sensory impairments such as with sight or hearing, and long-term medical conditions such as epilepsy and cancer. A child with a disability does not necessarily have SEN.

**SEN Provisions:** Specialist provision is matched to the child’s identified special educational needs. The areas of need being:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and Physical and Medical needs

The school has clear (research driven) guidance to enable teachers to carefully adapt learning so that pupils can access our curriculum. Key strategies are adopted consistently across the school depending on the special educational need and the individual child.

### **Categories of Special Educational Need**

Under the 2014 Code of Practice there are two categories of Special Educational Need, SEN support, and those children who have an Education, Health and Care Plan (EHCP).

## **Section 4 - Objectives of the SEN Policy**

Main Objective: To identify and provide high quality and purposeful learning for pupils who have special educational needs and additional needs. This is through early identification, effectively gathering information, providing appropriate provision and to promoting independence.

To monitor the progress of all pupils in order to aid the identification of pupils with SEND:-

1. To make appropriate provision for all learners to enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence.
2. To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
3. To promote independence, equality and consideration for others.

4. To ensure we that we celebrate the wide range of our students' achievement.
5. To create a welcoming atmosphere for parents.
6. To work within the guidance provided in the SEND Code of Practice, 2014
7. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
8. To provide support and advice for all staff working with special educational needs pupils
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves, where possible, in planning and in any decision making that affects them.

### **Section 5 - Arrangements for co-ordinating SEND provision**

The SENDCo supports class teachers to compile a pupil profile and passport to learning (learning plan APPENDIX D) based on discussions around progress, additional needs concerns. These are reviewed with parents every term.

The SENDCo, together with the Headteacher and Senior Leadership Team, will monitor the quality and effectiveness of provision for pupils with SEN through data analysis, learning walks, pupil voice, classroom observation and book scrutiny.

SEN support for children will primarily be delivered by class teachers through effective, adapted and high Inclusive Quality Teaching. This is planned and delivered to meet the needs of all children.

Pupils with SEND will receive extra support through targeted input within a lesson, fluid interventions, small group work, or 1-1 target work based on their SEND learning plan.

Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

### **Identification and Assessments Arrangements, Monitoring and Review procedures**

#### **Section 6 – Identification**

Identification of SEND children uses the definition given in the Code of Practice 2015 which describes the 4 broad categories of need (Pg. 86 onwards in the SEND Code of Practice, 2014 details these categories.) The four broad areas Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory or Physical Needs, give an overview of the range of needs that should be planned for.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. The school aims to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve to his or her full potential.

We are committed to the early identification and intervention of children who may have SEND. The class teacher will work closely with the parents/carers to identify areas of concern. All teachers follow the SEND Pathway. (APPENDIX B) Once this pathway begins teachers will begin the process of gathering information and trying out specific and agreed interventions as outlined in the school's Intervention and Inclusion Strategy (APPENDIX C).

Other ways to identify children may include:-

- Results on entry assessments
- SATs/Interim SATs and internal tracking procedures
- SCART Assessments (Sir Charles Parsons Assessment and Recording Tool))
- Results of screening/diagnostic tests administered within school.
- Teaching observations made and recommendations from school staff.
- Cognitive Attainment Tests or Diagnostic Tests carried out by Educational Psychologists or Support Agencies.

If a teacher has concerns regarding a child's progress or needs, the school's SEND Pathway will be followed (APPENDIX B)

### **Section 7 – Provision**

The school believes that high Inclusive Quality Teaching, and carefully adapted planning, learning and resources, feedback for improvement for individual pupils, is the first step to responding to SEND pupils. Teachers are responsible and accountable for the progress and development of all children, including where pupils access support from teaching assistants or specialist staff.

#### **Provision for SEN Support**

After a period of monitoring a child will be identified as needing SEN support by the SENDCo in consultation with parents, teachers and where appropriate the child - in line with the school's SEND Pathway (APPENDIX B)

Whilst our approach for pupils with SEND support is personalised and bespoke, we do have a robust Intervention and Inclusion Strategy in place to consistently support the child as they progress through school.

Provision at this level can include the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

#### **Education, Health and Care Plans (EHCP)**

If a pupil's needs are so significant that they have made little or no progress at SEN Support, a request for an EHCP may be made following a full formal review held with all those involved with the pupil, including parents and other professionals. If all at the review agree the form will be completed, signed and submitted with minutes to be discussed by the Local Authority Special Educational Needs Panel, along with reports from the specialists involved. The Local Authority decide if an application is successful and may provide the additional funding.

Once a final Education, Health and Care Plan has been issued, the Headteacher in conjunction with the SENDCo, staff involved, parents and (where possible) the pupil, will discuss the type and amount of support to be given. A child who has an Education, Health and Care Plan will continue to have arrangements as for SEN Support pupils, and additional support that is provided using the funds made available through the EHCP. There will be an Annual Review, chaired by the SENDCo.

This process will start with assessing the need of the child using the information that has been gathered. Then a plan will be drawn up identifying the targets and interventions that will take place, as well as the expected impact on progress. The class teacher will implement the EHCP, through Inclusive Quality Teaching, carefully adapted planning, learning and where necessary additional interventions and support. At the end of the agreed time the impact should be reviewed and then the process will start again.

For those with an EHCP the Local Authority must review the plan a minimum of every 12 months.

### **Section 8 - Monitoring and Review of Provision**

Monitoring of progress of all children with Special Educational Needs and Disabilities will be carried out with reference to assessment data, by the Senior Leadership Team under the leadership of the Headteacher. Monitoring of day-to-day progress of children will be carried out by the class teacher and used to inform future adaptation within whole class planning.

### **Section 9 – Responsibilities**

The school believes in a shared approach. Outlined are the responsibilities of stakeholders.

#### **Responsibilities of teaching staff**

- Ensure all children are provided with high Inclusive Quality Teaching, that is carefully adapted and delivered by the teacher.
- Opportunities are also planned and delivered to enable pupils to work independently as appropriate.
- Begin an evidence trail when a pupil's progress or development begins to concern, in line

with the school's SEND Pathway.

- To communicate with parents regularly about individual pupils' progress, seek their views.
- To communicate with pupils individually about their needs, seek their views
- Maintain day-to-day recording and assessment for pupils with SEN.
- Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.
- Be involved in the development and implementation of the school's SEND policy.
- Plan and cater for the relevant needs of the children.
- Ensure SEND information (called learning plans etc.) are updated and shared with new teachers.
- To write, review and implement targets for pupils on a termly basis.

#### Responsibilities of the SENDCo:

- Assist staff as they work through the SEND Pathway
- Co-ordinating provision for those children with SEN in line with the school's SEN policy.
- Ensuring liaison with parents and other professionals in respect of children with SEN.
- Advising and supporting all staff within the school setting, including signposting staff to appropriate CPD.
- Ensuring that appropriate recording and assessment of provision and its impact is in place.
- Ensuring that relevant background information about children with SEND is collected, recorded and updated.
- Monitoring the effectiveness of provision for children with SEND
- Regularly review the SEND register (termly) Attend pupil progress meetings where relevant to discuss issues and actions
- Attend reviews and complete relevant paperwork

#### Responsibilities of those responsible for Governance:

- Determining the school's general policy and approach to provision for children with SEND.
- Establishing appropriate staffing and funding arrangements.
- Appointing a governor with special responsibility for SEN to monitor closely the school's work on behalf of SEN.
- Ensure that the SEN policy is available for inspection by parents on request.

#### Responsibilities of the Headteacher:

Managing all aspects of the school's work, including provision for those children with SEND.  
Keeping the Local Governing Body fully informed.

#### Responsibilities of non-teaching staff

- Liaise/plan with teachers and SENDCo for the provision of pupils with SEND.
- Maintain records of interventions and feedback relevant information to class teacher to take children's learning forward.

#### Role of Child and Family Liaison Manager

- Share relevant information regarding children on SEND register with SENDCo
- Consult with Headteacher and SENDCo regarding referrals to external agencies.

#### Role of parents

With reference to the Lamb enquiry (2009) we would hope that parents will be willing to work in partnership with the school and support their children.

- To liaise with key staff including the SENDCo and class teacher as appropriate
- To attend relevant reviews and contribute to the evaluating and setting targets for their children.
- Contribute to meetings by completing relevant paperwork

#### Role of the pupil

The school will actively seek the 'pupil' voice of children with SEND. We support them in evaluating their provision and contributing to setting targets for improvement.

## **Section 10 - The School's Arrangements for SEN and Inclusion In-Service Training**

Support and Aspirations highlights the importance of staff being well equipped to support children with SEN:

"Depends on every teacher having excellent knowledge and skills" DfE (2011: 59)

Meeting additional needs and inclusion issues are targeted each year through the school's long term goals and the School Development Plan. All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.

## **Section 11 - The use made of teachers and facilities from outside the school, including support services**

For successful provision and inclusion for all children collaboration between agencies is key as identified by the government in Support and Aspirations, it advises we must;

"Encourage innovative and collaborative ways of providing better support for children" DfE (2011:93)

The SENCo liaises frequently with a number of other outside agencies for additional support for children, we can obtain support from:

- Social Services
- School Nurse
- Health Visitors (Early Years)
- Paediatrician
- GP (doctors)
- Speech and Language Therapy
- Child and Adolescent Mental Health Service (CAMHS)/(CYPS)
- Autism Outreach Team
- Behaviour Improvement Team (Key Stage One and Two)
- Physiotherapy
- Occupational Therapy
- Educational Psychologist (EP)
- Language and Learning

Parents/carers are informed if any outside agency is involved.

## **Section 12 - Arrangements for partnership with parents/carers**

Advice from the current government highlights the importance for effective relationships between schools and parents, they are also giving greater control to parents over the education of their children. The school recognises the importance of strong relationships with parents and this is something we strive to achieve.

Staff and parents/carers work together to support pupils identified as having additional needs.

The school's strong links with parents/carers begin in the early stages of a child's school career, staff in the Foundation Stage partake in home visits which provide opportunities to meet the children and discuss any concerns parents may have. Home visits also allow staff to prepare for children with SEND entering the setting and adapt provisions and planning accordingly.

Parents/carers are involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs, the SENDCo will also be present at this meeting.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and try to ensure that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

SEND support targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.

All learning plans and reviews will be copied and sent to parents/carers after meetings. Parents /carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

#### Working with disabled parents/carers

Holy Trinity CE Academy recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in areas that are accessible.

#### **Section 13 - Links with other schools/transfer arrangements**

Robust in year admission procedures are in place, with clear procedures in place to ensure we receive full transfer information prior to a child starting at the school.

Reception staff will meet with staff from the nursery prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCo will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCo will telephone to further discuss the child's needs.

There are close links between the schools within Holy Trinity CE Academy which allows staff to share resources and expertise to ensure all children are supported appropriately. Where children attend additional provisions, the SENCo and class teachers ensure regular communication to provide a consistent approach to education.

#### **Section 14 - Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

Our schools regularly consult with health service professionals. Concerns are initially brought to the attention of the school nurse by the SENDCo, and referrals will be made as appropriate. We recognise children with SEND are more vulnerable to abuse and exploitation.

#### **Section 15 - Reporting to the Local Governing Body**

The SENDCo will provide information to those responsible for Governance as to the numbers of pupils receiving special educational provision through SEND support, an EHCP as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Headteacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that those responsible for Governance are kept up to date with any legislative or local policy changes.

#### **Section 16 – SEND Information Report**

The Code of Practice 2015 states that each school should have a SEN Information Report and this must be published on their website.

This will include:-

- The kinds of SEN provided for
- Policies for identifying SEN
- Arrangements for consulting with parents
- Arrangements for consulting with young people
- Arrangements for reviewing and assessing progress towards outcomes
- Arrangements for supporting children
- Adaptations to the curriculum
- The approach to teaching children with SEND
- Staff expertise - how the school involves other bodies

#### **Section 17 - Admission arrangements**

Children with additional educational needs are considered for admission to Holy Trinity CE Academy on exactly the same basis as for children without additional educational needs. Prior to starting Holy Trinity CE Academy, parents/carers of children with an EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

### **Section 18 - Incorporating disability issues into the curriculum**

The PSHE curriculum includes issues of disability, difference and valuing diversity. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under the school's Anti-Bullying Policy. The school will also try to make sure they have positive images of disabled children and adults in displays, resources etc.

### **Section 19 - The Use of Information Communication Technology**

ICT is a very useful tool for all children, but can be an invaluable resource for a child with learning difficulties. Ipads, notebooks etc are used to support and enhance where necessary.

### **Section 20 - Evaluation of Success**

Evaluation of the success of this policy requires evidence of:-

- Increased parental and pupil involvement.
- Careful monitoring of targets achieved against those set in their learning plan.
- Early identification of SEND.
- improvement in standards of achievement by individual children as determined by formal and informal assessment.
- Staff/Link Governor/ member development with In-Service training.
- Further developing links with other schools and agencies and within the community.
- Increased progress steps from KS1 to KS2

### **Section 21 - Data Protection**

Under the Data Protection Act, we must:

- Only collect information that you need for a specific purpose
- Keep it secure
- Ensure it is relevant and up to date
- Only hold as much as you need, and only for as long as you need it, and
- Allow the subject of the information to see it on request.

### **Section 22 - Complaints Procedure**

All parents are entitled to see the special needs policy on request. Should any parent be dissatisfied with the school's effort on behalf of their child, they will be invited to discuss any issues with the Class Teacher and SENCo. They can then be referred to the Headteacher so that the situation can be investigated and if necessary improved.

Any complaints from parents/carers of pupil concerning the provision made within the school are dealt with under the procedures of the Academy's Complaints Policy.

**APPENDIX A: [SEND PATHWAY](#)**

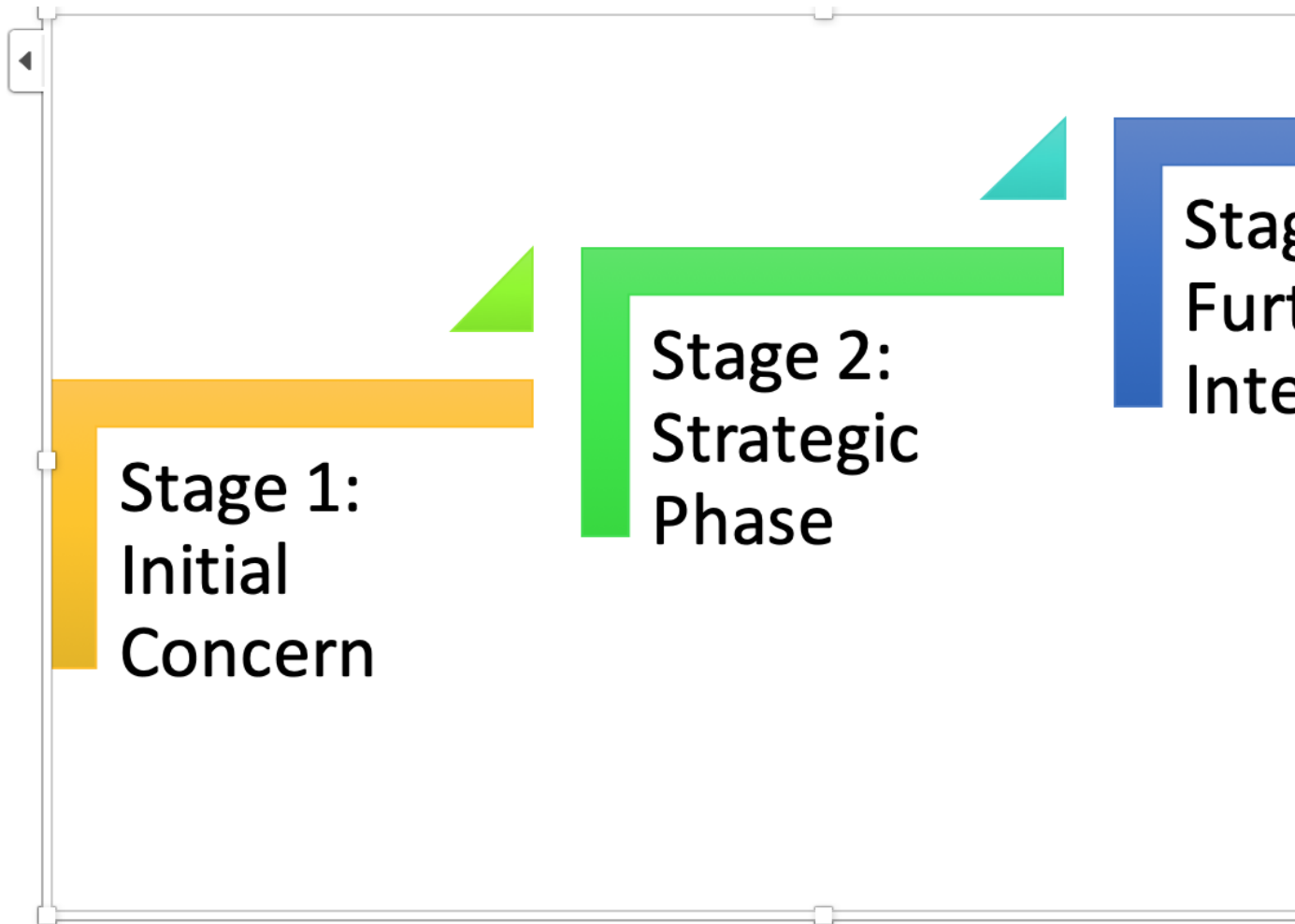
**APPENDIX B: [Intervention and Inclusion Strategy](#)**

**APPENDIX C: [SEND Learning plan Template](#)**

APPENDIX A: [SEND PATHWAY](#)

## SEND Pathway

High Inclusive Quality Teaching is the starting point for all children. Scaffolded lessons and support is provided for needs. Where this approach has not enabled a child to make their expected progress, the following pathway is the



### STAGE 1: INITIAL CONCERN

You have a concern for a child's cognition and learning, physical and sensory, communication and interaction or social and emotional mental health. These concerns should be concerns in which we are able to support children through target setting and personalised intervention work.

The concerns for a child's safety and wellbeing should continue to be addressed through the school's safeguarding procedures.

Support in place for child:	Who is	Actions
<p>Inclusive quality teaching for all pupils:</p> <ul style="list-style-type: none"><li>• Differentiated resources and language used</li><li>• CPD training for teachers and support staff</li><li>• Formative and summative assessments</li><li>• Good quality marking and planning for all learners</li></ul>	<ul style="list-style-type: none"><li>• Class teacher</li><li>• Support staff</li><li>• Subject leads</li><li>• SENDC O via SEN concern form</li></ul>	<ul style="list-style-type: none"><li>• Ensure work is pitched to match the child's need.</li><li>• Speak to the previous teacher, and ensure previously successful scaffolding is in place.</li><li>• Speak to the child and ask what works for them.</li><li>• Read the school's intervention and inclusion strategy document and ensure you have put in place targeted strategies as outlined by the SEND team for the agreed period of time unusually 6 weeks/ one half term.</li><li>• Review Impact of intervention.</li></ul>

**STAGE 2: STRATEGIC PHASE**

All of the above has been implemented, the teacher has tried out the different approaches as set out in the intervention and inclusion strategy for an agreed period of time.

From reviewing the initial concern it is agreed that the child will then be added to the SEN register and a learning plan will be produced.

Strategic discussion:	Who is	OUTCOME OF STRATEGIC STAGE
<ul style="list-style-type: none"> <li>• Discussion around concern and how the child presents at home</li> <li>• Parents view</li> <li>• Voice of the child</li> <li>• Discussion of a maximum of 3 targets that would support the child and actions for both in school and at home</li> <li>• SEND learning plan put in place</li> <li>• Review date set</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Support staff</li> <li>• Parent</li> <li>• SENDCo to support with monitoring of interventi</li> </ul>	<ul style="list-style-type: none"> <li>• SEND learning plan actions to be carried out and monitored over the agreed time frame half termly.</li> <li>• Class teacher to ensure this plan is shared with those within year group</li> <li>• SENDCo to include any information relevant to all staff around interactions with child via inclusion email / briefing Class Teacher Support staff SENDCo to support with monitoring of interventions in place</li> <li>• At the end of the monitoring period a</li> </ul>

### STAGE 3: FURTHER INTERVENTION

This is when all of the above has been tried and implemented but the needs of the child require a higher level of support, additional adults, resources and funding.

EVIDENCE GATHERED	Who is	OUTCOME OF FURTHER INTERVENTION
<ul style="list-style-type: none"> <li>• Discussion around concern and how the child presents at home Multi agency meeting</li> <li>• Discussion around support that has been in place already and for how long, including impact of IQT and interventions – outlining successes and areas of further concern</li> <li>• Parent view of progress and next steps they wish to take</li> <li>• Discussion linked to possible external support options or pathways needed to further support the child.</li> <li>• Discussion of a maximum of 3 targets that would support the child's needs for both in</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Support staff</li> <li>• Parent</li> <li>• SENDCo to support with monitoring of interventions in place</li> <li>• outside agencies</li> <li>• EP</li> <li>• The Local</li> </ul>	<ul style="list-style-type: none"> <li>• SEND learning plan actions to be carried out and monitored over a term</li> <li>• Class teacher to ensure this plan is shared with those within year group</li> <li>• SENDCo to include any information relevant to all staff around interactions with child via inclusion email / briefing Class Teacher Support staff SENDCo to support with monitoring of interventions in place.</li> <li>• SENDCO to liaise with external agencies as required and seek further support/ assessments for the child based on their need.</li> <li>• external agencies will come into school to work with and observe</li> <li>• EHCP evidence gathered</li> <li>• EHCP applied for</li> </ul>

## APPENDIX B: [Intervention and Inclusion Strategy](#)

### Rationale

SEND are not necessarily bottom 20%.

There are four main areas of need across our school. These are:

- Cognition and Learning
- Communication and Interactions
- Social, Emotional and Mental Health
- Sensory and Physical

### SEND - Interventions to Support pupils through Inclusive Quality Teaching in the classroom.

<b>Cognition and Learning</b>
<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p>
<b>Daily Routines</b>
<ul style="list-style-type: none"><li>● Visual prompts/ reminders (subject specific)</li><li>● Use of coloured backgrounds (IWB)/ overlays/ whiteboards/ books/ pastel coloured paper</li><li>● Retrieval work at the beginning of lessons and throughout</li><li>● Knowledge organiser</li><li>● Pre- stick work in books ready for lesson</li><li>● Scaffolded instructions/ prompts</li><li>● Correct pitch</li><li>● Dyslexia friendly font</li><li>● Coloured overlays</li><li>● Pre-teach vocabulary - use emojis/represent words in a child friendly way - use actions</li><li>● Picture strips as reminders of plot</li><li>● Now &amp; Next boards</li><li>● Visual timetables (whole class &amp; individual)</li><li>● Small groups support</li></ul>
<ul style="list-style-type: none"><li>● Working walls</li><li>● Communication in Print/Newcastle Symbols</li><li>● Worked examples</li><li>● Small steps &amp; clear instructions</li><li>● Transcription of key phrases</li><li>● Sentence stems</li><li>● Launchpad</li><li>● Correctly pitched questioning</li><li>● Talking tins</li><li>● Word banks</li><li>● Closed questioning</li><li>● Table prompts</li><li>● Cloze exercises</li></ul>

<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Retrieval work at the beginning of lessons and throughout</li> <li>● Pre-teach vocabulary - use emojis/represent words in a child friendly way - use actions</li> <li>● Picture strips as reminders of plot</li> <li>● Use of flash cards for whole word recognition</li> <li>● Colourful semantics</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Word mats</li> <li>● Sound mat</li> <li>● Word fans - keywords</li> <li>● Talk4Writing story maps</li> <li>● Lines for words</li> <li>● Fine motor activities</li> <li>● Outdoor/indoor provision for gross motor skills</li> <li>● Highlighted lines</li> <li>● Handwriting paper</li> <li>● Cloze procedure</li> <li>● Use of sound mats to support spelling</li> <li>● HFWs provided</li> <li>● Gap filling</li> <li>● Cut and stick activities. Parts of their writing to order and notice mistakes</li> <li>● Picture strips to support</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>● Number lines</li> <li>● Times tables grids</li> <li>● Concrete resources (Numicon, counters)</li> <li>● Differentiated 5in5 (specific skill per day)</li> <li>● Cloze procedure</li> <li>● Worked examples</li> <li>● Visual prompts</li> <li>● Pictorial resources</li> </ul>
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**Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives.

Children and young people with autism are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Daily Routines**

- Strong relationship with children and parents
- Visual timetables
- Now & Next boards
- Visual prompts on lanyards to support instructions/behaviour
- Newcastle Symbols
- Safe spaces
- Minimise use of language
- Fidget/chew toys/equipment to reduce anxiety
- Use of timers
- Allocated seat/space on the carpet
- Calm organised classroom
- Social Stories
- Developmental strategies for coping at playtimes and lunchtimes
- Development of strategies to boost self esteem eg. Tree of Positivity/culture of kindness
- Work pre- stuck in
- Scaffolded instructions/ prompts
- Literal language
- Clear explanations
- ASD specific resources (weighted blankets, ear defenders, pop up desks)
- Distraction strategies to de-escalate
- Use neuro-linguistic programming language (eg. two choices both with the outcome that you want/say thank you instead of please)
- Prepare children for any triggers (eg loud noises/changes)

<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Literal language</li> <li>● Phonics sounds mats</li> <li>● RWI</li> <li>● Pages - dictate sentences</li> <li>● Choral/repeated reading</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● RWI</li> <li>● Word fans - keywords</li> <li>● Talk4Writing story maps</li> <li>● Lines for words</li> <li>● Fine motor activities</li> <li>● Sound mats</li> <li>● Spelling mats</li> <li>● Visual punctuation</li> <li>● Sound buttons/talking pegs</li> <li>● Dictation tools e.g. Google docs/ Pages</li> <li>● Use of sound mats to support spelling</li> <li>● HFWs provided</li> <li>● 5 sentence story</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>● Visual prompts</li> <li>● Concrete resources</li> <li>● Colour coordinated resources</li> <li>● Cloze procedure</li> <li>● Oral reasoning</li> <li>● Task planner - organised for individuals</li> <li>● Concentration station</li> </ul>
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## Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will

### Daily Routines

- Transition handover sessions - sharing of sensitive information prior to transition week between current and new class teacher.
- Now and Next Boards
- Visual Timetable
- Non-verbal Communication
- Visual Timers - timed tasks
- Brain Breaks
- Fidget Box
- Ear Defenders
- Safe space
- Weighted blanket/toys
- Trusted adult
- Attachment time
- Time in sessions – Children don't respond well to negative language of Time Out. Changing the language makes it a more positive experience. Prepare baskets - personal to each child with activities they would like to use alongside their class teacher.
- Building relationships with children by eating lunch, playing football during unstructured times to gain their trust and respect and to build positive relationships to encourage positive behaviours and to make a child feel like they want to work for you.
- Interventions that are put in place need to be purposeful and specific to their needs – get down on the child's level.
- Be personable – knowing little things about the child, things that are unique to them – show them that you care.
- Whole school behaviour policy for learning – shared with staff.
- Access to Nurture provision/SENSORY room.
- Reward Certificates.
- Structured Routines – adhered to consistently.
- High Expectations
- Reward charts and systems
- Individual Behaviour plans.

- Social Stories
- Therapeutic stories
- Mindfulness
- Building on areas of progress – identifying with a child what they have achieved.
- Staff language/interactions with children.
- Carpet Seats/table seats/line order – movement around school
- Identifying preferred learning styles of individual children.
- Consistent teaching approach and learning environments.
- Buddy systems – friendship station
- Story Time sessions focusing on PSED, problem solving, resilience
- Chew toys
- Wobble cushions
- Pencil grips
- Sensory breaks
- Short, broken down tasks
- Teacher modelling mistakes
- Safe spaces
- Transition handovers

### Reading

- Small sections of text
- Broken down instructions
- Selection of texts based on knowledge.
- Mixed ability partner work
- Enlarged fonts
- Not cursive
- Lollipop sticks for spaces
- Reading frame for a tracker

### Writing

- Sentence starter
- Sound mat
- Word fans - keywords
- Talk4Writing story maps
- Lines for words
- Fine motor activities
- Templates for structure and scaffolding
- Picture strips to support
- Visual clips
- 5 sentence story
- Highlighted lines
- Enlarged texts
- Warm up tasks for their muscles
- Putty/ Play dough
- Multisensory writing
- Writing slopes
- Visual clips
- Role-play activities to support outcomes

### Maths

- Concrete resources
- Enlarged diagrams
- Enlarged fonts
- Differentiated square sizes

### Sensory and Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

### Daily Routines

### Hearing Impairment

- Individual pupil profiles to be distributed by schools to key teaching/support staff at the start of each academic year
- Individual Learning Plans written by QToD will need to be distributed to relevant staff. Class/subject teachers will provide feedback to inform new targets
- Identified keyworker to carry out daily checks of audiological equipment e.g. hearing aids, cochlear implants
- Identified keyworker to carry out regular checks of radio aid systems, ensuring that the child can hear them.
- Provide a quiet environment for 1:1/small group language intervention
- Reduce background noise to improve acoustic environment
- Provide access to lip reading and visual clues
- Provide subtitles on audio visual material
- Modify resources e.g. simplified text/language
- Pre and post tutoring
- Differentiated curriculum
- Preferential seating and position of teacher
- Specialist vocabulary available at the beginning of each topic
- Summarise key points at start and end of lesson
- TA to support revision of key skills and concepts
- Teaching memory strategies
- Allow thinking time
- Exam access arrangements e.g. practical assistance, additional time, scribe, modified language papers, quiet environment, oral language modifiers

### Visual Impairment

- Qualified Teacher of Visual Impairment to assess functional vision
- Close liaison with Ophthalmologist and other health professionals
- Close liaison with parents and carers
- Training and intervention from specialists
- INSET/Training - VI awareness training
- Subject specific advice from Qualified Teacher of Visual Impairment
- Preferential seating and position of teacher
- Uncluttered and well organised learning environment with good lighting
- Differentiated curriculum
- Pre and post tutoring
- Specialist vocabulary available at the beginning of each topic
- Allow thinking time
- Summarise key points at start and end of lesson

- Individual pupil profiles shared with parents and key staff
- Specialist support and interventions e.g. Educational Psychologists (EPs), Sensory Service
- Multi-agency involvement e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy, Educational Psychologist
- Mentor support /peer awareness training
- ICT training to increase independent access
- Training in the use of specialist equipment and software
- Variable TA/mentor time
- Low vision aids and specialist equipment e.g. hand-held magnifiers, sloping board
- Provision of large print resources
- Modified resources e.g. large print, simplified text/language
- Exam access arrangements e.g. practical assistance, additional time, modified & enlarged papers, scribe, modified language papers, quiet environment, oral language modifiers
- TA to support revision of key skills and concepts
- Use of note taker (TA) – using IT, mind maps etc.
- Pre-writing activities/warm up
- Letter formation and fine motor skills activities
- Developing touch typing skills
- Development of visual learning environments
- Choice making opportunities
- Peer mentoring/self-advocacy – pupil voice

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