

BEECROFT PRIMARY SCHOOL – POLICY FOR SPECIAL EDUCATIONAL NEEDS – September 2024 - (Also see SEND Information Report)

Next Review: September 2025

SEND Team

SENDCO: Miss Brown (Deputy Head)

Early Years and KS1 SEND: Miss Stuart (Assistant Head)

KS2 SEND: Miss Walker

Aim Of The School

“Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.” SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS – EEF 2020

Beecroft Primary School views children with special educational needs very positively. The school has high expectations of all pupils and provision is made for each child to achieve success within a differentiated curriculum. Central to Beecroft Primary School’s ethos is that ‘all pupils achieve high standards of work, behaviour and attitudes towards others.’

Objectives

The principles that underlie the provision of special educational needs will ensure that:

1. All teachers at Beecroft Primary School regard themselves as teachers of pupils with SEND.
2. Pupils with special educational needs are identified as early as possible, so that their needs are met.
3. Procedures are in place whereby teachers are aware of pupils with SEND and staff can monitor and provide for their pupils’ needs.
4. A supportive environment is created for all pupils with SEND by promoting positive relationships for all pupils.
5. Pupils with special educational needs are integrated as fully as possible into the life of the school.
6. Appropriate resources are available and are used in the school.
7. Full use is made of multi-agency support to address and support the needs of individual pupils.

Definitions

“Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching”. Special Educational Needs and Disability Code Of Practice: 0 To 25 Years.

Identification Of Special Educational Needs

The profile of special needs identified at Beecroft Primary School is:

1. Cognition and learning
2. Communication and interaction
3. Social, emotional and mental health
4. Sensory and/or physical

Organisation Of Intervention For Each Category Of Special Need At Beecroft Primary School

1. Cognition And Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum.

Thorough, repetitive teaching of basic skills is a priority from Nursery to Year 6 and extra support is put in place when progress does not result from quality first teaching alone. Trigger points are:

- Failure to learn and retain key reading words.
- Progress in understanding phonics and reading is slower than expected.
- Underdeveloped writing skills and problems with spelling.
- The pupil is not meeting the expected level for the class.
- Targets set for a pupil are not being met.

- Difficulty with key maths skills and understanding of concepts.

See appendix 1 for assessment grid for cognition and learning criteria.

2. Communication and interaction - Speech

This category of difficulty is usually identified in Nursery and Reception or when a child transfers to the school during KS1 or KS2. Nursery and Reception staff build up an initial profile of a child during introductory home visits before they start at Beecroft. At this stage initial concern sheets are completed, and discussion takes place with the SENDCO; observation and monitoring continue within the setting. In conjunction with parents, referral may be made to the speech therapist who will visit the school, assess the pupil's needs and devise a programme of intervention if appropriate.

Pupils can be referred to the Speech Therapy Service at any stage during their time at Beecroft Primary School who Miss Brown, Miss Walker and Miss Stuart are in frequent contact with.

3. Social, emotional and mental health

Children 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 or disturbing behaviours. These behaviours may reflect underlying worries or mental health difficulties for the pupils.

All staff work closely with our pupils assessing their well-being and behaviour. Pupils are encouraged to discuss any worries and programmes are put in place for daily/weekly counselling sessions where these are necessary. We employ a play therapist in school and a dedicated Place2Be mental health professional who is integral to the school team.

We have clear processes to support our pupils and our school works closely with health, social services and family support teams.

** See SEMH policy.

4. Sensory and/or physical

Some children 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 with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Where this is the case the needs of the pupil are catered for; equipment and resources are modified so enabling the full curriculum to be accessed. Parents are involved in this process at every stage so that equipment and learning strategies can be mirrored at home and at school.

Colleagues from the Complex Needs Service work closely with school and visit our pupils at least termly to assess their progress and support the provision available in school.

Special Needs Register

The Special Needs Register is maintained on CPOMS on the office computer. This consists of a list of children throughout the school, who have been identified as having special educational needs. The register is analysed to compare its profile with the general demographics of the school.

A Graduated Approach To SEND Support

***'Every teacher is a teacher of special educational needs.'* CODE OF PRACTICE**

At Beecroft we meet pupils' SEND by implementing the graduated approach using the assess, plan, do, review cycle.

The graduated approach allows parents and school to get a better understanding of the child's strengths and needs and what support they need to make progress. Key staff work with parents to make sure that the right level of support is in place. This involves regular reviews of the child's progress.

The graduated approach is a cyclical and ongoing process and there are four stages:

Assess

In identifying a child as needing SEND support the class teacher, working with the SENDCO, carries out a clear analysis of the pupil's needs. Understanding pupils and their learning needs is essential if we are to effectively support pupils to make progress. This analysis draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our core approach to pupil progress, attainment and behaviour. It also draws on the individual's development in comparison to their peers, national data, the views and knowledge of parents, the pupil's own views and, if relevant, advice from external support services.

We take seriously any concerns raised by a parent and are aware that home and school are different environments in which the pupil may behave differently. These concerns are recorded and compared to our own assessments and information on how the pupil is progressing.

Plan – Provision Mapping And Individual Learning Plans

All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional support across the school.

The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Recognise gaps in provision and make immediate changes where they are needed e.g., additional support, teaching groups or liaison with home.
- Focus attention on whole-school issues of learning and teaching providing an important tool for self-evaluation regards any emerging issues within the school

Where it is decided to provide a pupil with SEND support, parents are fully involved. The teacher and the SENDCO agree in consultation with the parent and the pupil how and when the adjustments, interventions and support will be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for at least a termly review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the school's information system and the pupil's Individual Learning Plan.

The support and additional help provided is guided by the best practice provision grids and planned to meet the outcomes identified for the pupil and is provided by staff with sufficient skills and knowledge to deliver the programmes. Additional training of staff to support the specialised needs of individual pupils is accessed where appropriate.

Parents are fully aware of the planned support and are encouraged to reinforce and contribute to progress at home by practising key skills, reading and talking to their child about their learning.

What Should Be Included In An Individual Learning Plan?

Our approach to Individual Learning Plans is as follows:

- Our Individual Learning Plans are planning, teaching and reviewing tools which enable us to focus on particular areas of development for pupils with special educational needs. They are seen as working documents which can be constantly refined and amended as the pupil moves towards their targets.
- Our Individual Learning Plans record targets that are key to progress as a part of a differentiated curriculum plan. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our Individual Learning Plans will be accessible to all those involved in their implementation.
- Our Individual Learning Plans will be based on informed assessment and will include the input of outside agencies e.g., speech therapist, Special Educational Needs and Inclusion Team (SENIT), physiotherapist or Autism Support Team (STARS).
- Our Individual Learning Plans are devised so that they are manageable and easily monitored and therefore can be evaluated regularly.
- Our Individual Learning Plans will be time-limited – termly review.
- Our Individual Learning Plans will have a maximum of three short / medium term SMART targets set for or with the pupil.

Targets for an Individual Learning Plan will be arrived at through:

- Discussion between teacher and SENDCO
- Assessment of the pupil using the B Squared assessment tool/SENIT Development Journal (EYFS)
- Discussion with parents/carers and pupil

- Discussion with multi-agency professionals where appropriate and where they are involved.

Do

The class teacher is responsible for working with the child daily. Therefore, the quality of teachers' planning, and their delivery of teaching and learning has a major impact on every pupil's development. Where the additional help involves group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. Our teachers work closely with teaching assistants and/or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

An Individual Learning Plan for cognition and learning should include time planned into the timetable for pre-teaching and repetition of key skills and also post-teaching to repeat and consolidate work already covered in class. Often a teaching assistant will complete this intervention work and cover:

- Basic sentence writing and repetition of learning of key words
- Daily opportunities to learn and practise key spellings
- Re-reading and discussion of the text being read in class
- Daily opportunities to practise key maths skills

English and maths lessons may provide opportunities for teaching assistants to work alongside the pupil, under the guidance of the class teacher. However intensive sessions can take place with a teaching assistant at additional times during the day to work 1:1 or in small groups to practise and repeat target skills. Teaching in all areas of the curriculum should give opportunities to practise basic skills.

Miss Brown supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support and when it is necessary to access external support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress are regularly reviewed in line with the agreed date. This helps ensure that the support and intervention are matched to the needs of the pupil and that barriers to learning are identified and overcome. The SENDCO also monitors provision in class where specialised programmes are in place.

The impact of the support and interventions are evaluated, along with the views of the pupil and their parents. The class teacher, working with the SENDCO, will revise the support after reviewing the pupil's progress and development, deciding on any changes needing to be made to the plans and strategies in place.

SEND Specialist Support

Pupils will be offered additional small group and personalised support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e., they have a special educational need as defined by the SEN Code of Practice 2014.

The decision to involve specialists in school to support a pupil is taken with the child's parents. Specialists are involved in school where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need. The SENIT team, educational psychologists, STARS, speech therapists or physiotherapists who may be able to identify effective strategies or equipment are involved in planning detailed and specific programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes.

Regular meetings are held with the parents, the SENDCO and the Headteacher to ensure that parents are involved in the planning of the support and, where appropriate, in reinforcing the provision or contributing to progress at home.

It may be decided that a very small number of pupils, where their needs are complex, will require additional high needs funding to support their learning in school, for which an application needs to be made to the local authority. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. The SENDCO will liaise with the relevant professional colleagues to support this funding and complete the termly reviews of the pupils' needs to ensure continuity of this provision.

Education Health Care Plans

On very rare occasions where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, and the pupil has not made expected progress, the SENDCO will consider requesting an Education, Health and Care needs assessment.

Our school complies with all procedures when applying for an EHC needs assessment and ensures that all prerequisites for application have been met through ambitious and pro-active additional SEND support, clear provision mapping and personalised timetables.

Partnership With Parents

The school aims to take any child with special educational needs if the provision that the school can offer will fulfil the individual child's requirements.

Before pupils start attending Beecroft both Nursery and Reception staff work closely with parents, previous early years settings attended by the pupils and health visitors to identify any needs that pupils may have. During home visits staff can observe the pupils in a familiar setting and have the chance to talk to parents and develop a good understanding of the pupil's areas of strength and difficulty and any concerns parents may have. This ensures continuity of provision when the parent accepts a place for their child at Beecroft. If a pupil already has identified needs, then the Special Educational Needs Coordinator (SENDCO) will liaise with the previous setting and the Early Years Special Educational Needs and Inclusion Team (SENIT) staff to gather information and parents will be invited into school for a more formal meeting to discuss provision. For those pupils who join Beecroft either midway through the year or enter a class in either KS1 or KS2 then the SENDCO liaises both with the previous school setting and multi-agency colleagues if they are already providing external specialist support for the pupil. Meetings will take place with parents to ensure that provision is put in place for their child as a part of the transition process.

Meetings at both an informal and formal level can be arranged as often as parents wish with a view to exchanging ideas and planning details that will promote a settled, caring and stimulating environment for their child. Formal reviews are held at least termly to discuss children's progress and to review their Individual Learning Plans. This plan is agreed and signed by the pupil, parents and the school; parents receive a copy of the plan.

See SEND Information Report on our school website.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress using targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their learning, their targets and what they need to do to improve their progress.
- state what strategies help them in their learning and how they can help themselves – see pupil passports.
- use their pupil learning targets, which they have a child friendly laminated copy of, during lessons to help them become more independent.
- self-review their progress and set new targets on their Individual Learning Plans through 1:1 discussion with either their class teacher, Miss Stuart, Miss Walker or Miss Brown.

Supporting Pupils With Medical Conditions

At Beecroft Primary School we ensure that pupils with medical conditions, in terms of both physical and mental health are properly supported so they can play a full and active role in school life, remain healthy and achieve their academic potential.

See Beecroft Primary School - Supporting Pupils With Medical Conditions - September 2024

Arrangements For Integration Of Children With SEND

The SEN and Disability Act 2001 and Disability Discrimination Code of Practice (2002) are designed to ensure that children with disabilities are not discriminated against in any aspect of school life.

Pupils with special educational needs are integrated as fully as possible into the life of Beecroft and participate in school activities alongside pupils who do not have SEND. Withdrawal from classes to receive small group input is monitored to ensure that the overall breadth and balance of the curriculum is maintained. Teachers will differentiate work within the classroom so that all children can experience success within the curriculum. Opportunities are provided for all pupils to be successful at Beecroft; pupils with SEND represent the school on the School Council, at open days and in inter-school sporting competitions.

See appendix 3.

Monitoring And Evaluation Of SEND

Monitoring and evaluating our SEND provision is key to ensuring that we offer high quality teaching and learning to our pupils. The School Leadership Team regularly monitor and evaluate the quality of provision for all pupils and SEND pupils are always included within that cycle.

The SENDCO also conducts additional monitoring and evaluation, explicitly for our pupils with SEND, the results of which are shared with all staff and governors.

How we evaluate the effectiveness of SEND Provision

We continuously ensure the provision has a positive impact on the outcomes for all our children. At Beecroft we do this by:

- Robust evaluation of policy and practice
- Book scrutinies
- SENDCO/SLT/governor monitoring
- Learning walks
- Performance management
- Pupil voice
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Holding annual reviews for pupils with EHC plans.

We know that SEND provision has had an impact when:

- We see evidence that the child is making improved progress against individual targets and national and age expected levels and that the gap is narrowing – i.e., they are catching up to their peers or expected age levels.
- The pupil is achieving or exceeding their expected levels of progress.
- The pupil is achieving their specific targets on their ILP.
- Verbal feedback from the teacher, parent and pupil highlights a positive impact and/or identifies progress.
- Formal or informal observations of the child at school identify evidence of a positive impact and/or identifies progress.
- Pupils move off the SEND register.

Staff Training

Training of staff is based on the current needs of our pupils. Teachers and teaching assistants attend courses aimed at improving their knowledge of specific needs and improving support for the children with those needs. Staff have access to ongoing professional development

opportunities. All class-based staff at Beecroft have completed graduated approach training and autism awareness training (level 1). The SENDCo has completed level 2 and level 3 autism awareness training and keeps up to date with current developments through local meetings and contact with extended services.

Roles and Responsibilities

Teachers' roles and teaching pupils with SEND

'Teachers should understand the individual characteristics of pupils' needs, and how these relate to their classroom environment and the content that they are teaching.' EEF 2020

'Effective teaching and learning requires positive relationships and interactions between teachers and pupils'. EEF 2020

With the SENDCO, teachers write Individual Learning Plans for children in their class, implementing and evidencing a robust graduated approach. The early identification of children in need of intervention enables the class teacher to adapt work to suit their needs.

Lessons are carefully planned to ensure that pupils can achieve and make progress towards their targets. Staff anticipate potential misconceptions and explicitly teach new skills and concepts in small steps focused on teacher demonstration followed by guided practice and independent practice. To aid understanding, clear and unambiguous language is used in lessons and essential content is highlighted and distracting information is removed.

The five key strategies we use at Beecroft identified as having strong evidence for their effectiveness in supporting pupils with SEND are:

Scaffolding

- Support could be visual, verbal, or written from a teacher or teaching assistant.
- Writing frames, partially completed examples or sentence starters can all be useful in English lessons.
- Reminders of what equipment is needed for each lesson and classroom routines, or visual timetables can be useful.

- Scaffolding discussion of books and stories: predicting what will happen next, questioning and summarising a paragraph or page of a book.

Explicit instruction

- A teacher might teach a pupil a strategy for answering a reading question. They would then give the pupil the opportunity to practise this skill.
- Using visual aids and real-life examples promotes discussion and links in learning.

Cognitive and metacognitive strategies

- Chunking the task or breaking it into manageable pieces will support pupils with SEND – this may be through the use of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.
- Prompt sheets that help pupils with ideas for further support.

Flexible grouping

- Working in small groups allows teachers to set up opportunities for collaborative learning, for example to read stories together, or to have the opportunity to practise skills, remember facts, or understand concepts.
- Pre-teaching key vocabulary before a lesson to increase the child's understanding and confidence when they work as part of the whole class.

Using technology

- Instructional apps—apps that provide practice opportunities for a wide range of key skills.
- Speech-generating apps to aid the communication skills of pupils with communication difficulties.

Teaching assistants

Our well-trained teaching assistants add value to what teachers teach in the classroom. Small-group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. It is the teacher's responsibility to ensure that explicit connections are made between the learning from the everyday classroom teaching and structured interventions.

It is of paramount importance that pupils with SEND retains their independence and responsibilities as a learner. It is NOT the function of the teaching assistant to do the work for the child but to be a facilitator, enabling the child to work for themselves, thereby increasing the child's confidence and self-esteem.

What can teachers expect from teaching assistants?

1. Help with the preparation of materials under the class teacher's or SENDCO's direction; this includes plans written by the SLT, SENIT, physiotherapist or STARS team.
2. Support for individual pupils in achieving their targets – pre and post teaching and motivational discussion encouraging resilience and striving for targets.
3. Work with both individual pupils and small groups of children under the supervision of the class teacher
4. Records of daily work and observations.

Teachers' responsibilities to teaching assistants

1. Use their knowledge and the Individual Learning Plan to plan well-structured work for the assistant.
2. Where possible teachers should consult assistants prior to a particular lesson, to ensure that the assistant is clear about their role in that lesson.
3. Key questions and vocabulary should be provided for the teaching assistant and the teacher should model their expectations for them to copy when working with a small group.

SENDCO

1. The day-to-day operation of the school SEND policy.
2. Liaising with and advising colleagues

3. Co-ordinating provision for children with special educational needs
4. Maintaining the school's SEND register and overseeing the records of all pupils with special needs
5. Delegation of administrative tasks to office staff
6. Liaising with the parents of children with SEND
7. Contributing to the in-service training of staff
8. Build up and monitor a bank of resources and screening/assessment materials for use with SEND pupils.
9. Liaising with external agencies, including the Educational Psychologist Services, Social Services, medical and other support agencies
10. Work with the SEND governor, to monitor the effectiveness of the SEND provision and implementation of the policy.

Governors and SEND Governor

Our SEND governor plays a vital role by maintaining an awareness of special needs provision in the school on behalf of the governing board and ensuring that SEND stays on the governing body agenda. They meet the SENDCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy. By spending time at Beecroft, they are able to observe at first-hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life. They can also take the time and opportunity to meet and talk with pupils and with parents of SEND children.

Reviewing The SEND Policy By The Governing Body

The responsibility for ensuring that the school's SEND provision meets the needs of SEND pupils is the responsibility of the governing body.

The governing body, working with the Headteacher, is responsible for:

- determining the school's policy and approach to provision for pupils with SEND
- establishing appropriate staffing and funding arrangements
- maintaining general oversight of the school's provision
- reporting annually to parents on the school's SEND policy.

The governing body will monitor the progress of children with special educational needs as they progress through the school. They will use the Key Stage 1 and 2 SATs results of children with SEND as key indicators and also monitor the pupils using termly and mid key-stage assessments.

Storing And Managing Information Confidentially

All SEND records (learning plans, pupil passports, confidential reports received from outside agencies, reports and provision maps) are stored on CPOMS. Relevant documents including a child's EHC Plan are copied for class teachers and teaching assistants. All documents are treated as highly confidential. Any records of a child transferring from Beecroft are sent to their new school using CPOMS and a receipt is generated. The SEND register information is also stored digitally within the school's database system.

Accessibility

Our building is fully accessible for children and adults with disabilities. Please see our accessibility plan on the school website.

Arrangements For Dealing With Complaints From Parents About The School's SEND Provision

Any complaints from parents about any aspect of the school's SEND provision will be referred immediately to the headteacher for consideration. The complaints procedure, set out on the school website, will be followed in full.

Review Date: September 2025

Appendix 1: Visual Representation for Beecroft Entry and Exit Criteria

| Year Gp | 3 & 4 Yr-Olds beg | 3 & 4 Yr-Olds dev | 3 & 4 Yr-Olds sec | Reception beg | Reception dev | Reception ELG | Year 1 beg | Year 1 dev | Year 1 sec | Year 2 beg | Year 2 dev | Year 2 sec | Year 3 beg | Year 3 dev | Year 3 sec | Year 4 beg | Year 4 dev | Year 4 sec | Year 5 beg | Year 5 dev | Year 5 sec | Year 6 beg | Year 6 dev | Year 6 sec |
|---------|-------------------|-------------------|-------------------|---------------|---------------|---------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| 1 | Red | Orange | Blue | Blue | Yellow | Yellow | Green | Green | Green | | | | | | | | | | | | | | | |
| 2 | Red | Red | Red | Orange | Orange | Blue | Blue | Yellow | Yellow | Green | Green | Green | | | | | | | | | | | | |
| 3 | Red | Red | Red | Red | Red | Orange | Orange | Blue | Blue | Blue | Yellow | Yellow | Green | Green | Green | | | | | | | | | |
| 4 | Red | Red | Red | Red | Red | Red | Red | Orange | Orange | Blue | Blue | Blue | Blue | Yellow | Yellow | Green | Green | Green | | | | | | |
| 5 | Red | Red | Red | Red | Red | Red | Red | Red | Red | Orange | Blue | Blue | Blue | Blue | Blue | Blue | Yellow | Yellow | Green | Green | Green | | | |
| 6 | Red | Red | Red | Red | Red | Red | Red | Red | Red | Orange | Orange | Blue | Blue | Blue | Blue | Blue | Blue | Blue | Yellow | Yellow | Yellow | Green | Green | Green |

EYFS (Revised Development Matters 2020)

| Year Gp | Birth to 3 beg | Birth to 3 dev | Birth to 3 sec | 3 & 4 Yr-Olds beg | 3 & 4 Yr-Olds dev | 3 & 4 Yr-Olds sec | Reception beg | Reception dev | Reception ELG |
|---------|----------------|----------------|----------------|-------------------|-------------------|-------------------|---------------|---------------|---------------|
| N | Red | Blue | Yellow | Green | Green | Green | | | |
| R | Red | Red | Orange | Blue | Yellow | Yellow | Green | Green | Green |

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| Red | Direct support |
| Orange | Consultation support |
| Blue | School SEND criteria |
| Yellow | School intervention |
| Green | National expectations |

Appendix 2: Essential provision within the classroom to aid pupil's independence

1. Word mats with key words for spelling on every table
2. Individual dictionaries, word books and/or notebooks divided into alphabetical order
3. Key words around every classroom: Months of the year, days of the week, time words and colour words (Key Stage 1)
4. Topic/subject related word banks, which include new and relevant words
5. Alphabet frieze (Key Stage 1); smaller alphabet strip (Key Stage 2) that shows alphabetical order
6. Word family displays
7. Number lines 1-10, 10-20, 1-100
8. Times table charts and number squares
9. Practical equipment to ensure that concrete understanding of key ideas and concepts is possible
10. Clearly labelled resources for the pupils to access – organised in alphabetical order
11. Visual timetable

Appendix 3:

Children with SEND are:

1. Prioritised for music groups at KS2.
2. Represent their classes on School Council.
3. Represent the school on Open Days.
4. All attend extra-curricular activities – these are tracked to ensure 100% participation.
5. Represent the school at inter-school sporting competitions.

External data shows that children with SEND achieve in line with their peers, with the exception of those who have significant needs and an EHC plan in place. Those children with an EHCP make excellent progress towards their graduated targets as they move through the key stages of the school.