

# **SALTFORD PRIMARY SCHOOL**



## **POLICY FOR SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION**

**January 2021  
To be reviewed January 2023**



# SALTFORD PRIMARY SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS

## 1 INTRODUCTION

1.1 This policy was updated in 2021, in line with:

- the revised [Special Educational Needs and Disability Code of Practice \(2015\)](#);
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [Special Needs and Disability Regulations 2014](#), which set out school's responsibilities for Education, Health and Care Plans (EHCPs), Special Needs co-ordinators (SENCOs) and the SEN information report
- [Part 6 of the Equality Act 2010](#), which sets out legal protection to protect pupils from discrimination and the right to equality of access

## 2 RATIONALE

2.1 At Saltford C of E Primary School we believe anything is possible. We know that children have the right to be provided with a creative, innovative and exciting education that will inspire them to become lifelong learners who are enthusiastic and proud of everything they do. We want every child to excel in all aspects of their learning within an immersive, imaginative, expressive and inclusive environment. We want children to become confident discoverers, explorers and creators who live our Christian values. We keep children as the focus of everything we do. *(Saltford School Vision and Values)*

2.2 Our school is committed to ensuring that all its pupils have access to “an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training (Chapter 6, Special Educational Needs Code of Practice (2015))

Our school is committed to ensuring “that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN” (Chapter 6, Special Educational Needs Code of Practice (2015))

2.3 We actively seek to remove the barriers to learning and participation that can hinder or exclude children with special educational needs.

## 3 AIMS

3.1 At Saltford Primary School we recognise that some children may have special educational needs, and will require support and interventions additional to and different from those of the majority of pupils, in order to realise their full potential and gain equal access to the curriculum.

We aim to:

- create and sustain a learning environment that encourages all children to feel included, to aspire, and to achieve;
- support each child to have a positive experience of school, to actively engage in their own self-development, and to achieve their full potential;
- ensure that the special educational needs of children are identified as early as possible;
- provide a comprehensive, up-to-date network of interventions to cater for all children's identified special educational needs, additional to and different from class-based differentiation.

## 4. OBJECTIVES

4.1 We will achieve our aims through:

- **a graduated process of identification and intervention** that is clearly understood by all staff, easily accessed, and adequately documented (see section 8 for details);
- **a school provision map** setting out all available interventions to support children with special educational needs, which is carefully planned, monitored and updated by the Inclusion Leader, together with governors, the Head Teacher, Class Teachers and Teaching Assistants, on an annual basis;
- **inclusive, differentiated class-teaching**, facilitated by a shared approach whereby Class Teachers and Teaching Assistants have opportunities to share ideas and expertise across year groups and for different types of need, and to access a central store of resources for children with special educational needs;
- **relevant training and advice** provided for Class Teachers and Teaching Assistants in order to ensure appropriate differentiation and to implement relevant interventions;
- **parental involvement** to ensure they are consulted throughout the graduated process of identification and intervention, fully informed of their child's identified needs, and able to play their part in supporting their child's education and development;
- **children's involvement** to ensure they are actively engaged in their program of support, and clear about their targets for achievement.

## 5. DEFINITION OF TERMS

### 5.1 Special educational need

"Children have special educational needs if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for him or her". (*Special Educational Needs and Disability Code of Practice 2015*)

### 5.2 Learning difficulty

"Children have a **learning difficulty or disability** if he or she:

- has a 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 a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions." (*Special Educational Needs and Disability Code of Practice 2015*)

Learning difficulties can be defined as **moderate** (MLD), **specific, severe** (SLD), or **profound and multiple** (PMLD). See appendix I for detailed definitions of each level of difficulty.

### 5.3 Four areas of need

The Special Educational Needs and Disability Code of Practice defines four key areas in which a child may experience learning difficulties. These are summarised below. See appendix II for definitions of children falling within each area of need.

- Communication and interaction (included in this category are children with a diagnosed autistic spectrum disorder (ASD) – see appendix I for details);

- Cognition and learning (included in this category are children with a diagnosed specific learning difficulty such as dyslexia, dyscalculia and dyspraxia – see appendix I for details ;
- Social, emotional and mental health difficulties (included in this category are children with a diagnosed Attention Deficit Hyperactivity Disorder (ADHD) – see appendix I for details);
- Sensory and/or physical needs (included in this category are children with visual and hearing impairments or physical disabilities – see appendix I for details).

#### **5.4 Special educational provision**

This refers to “educational provision that is additional to, or different from that made generally for children of the same age in mainstream schools.” (*Special Educational Needs and Disability Code of Practice 2015*) For details of appropriate provision for children based on area of need, see appendix II.

## **6 THE ROLE OF THE GOVERNING BODY**

### **6.1 Policy**

The governing body, together with the Head Teacher, decide the school’s general policy and approach to meeting pupils’ special educational needs for those with and without statements.

### **6.2 Staffing and funding**

The governing body, together with the Head Teacher and the Inclusion Leader, set up appropriate staffing and funding arrangements to meet the aims and objectives set out in the special educational needs policy and the School Development Plan, giving due consideration to level of need reviewed on an annual basis, or more frequently in certain situations.

### **6.3 Provision of support for children with an Education, Health and Care Plan**

The governing body appoints a ‘responsible person’ to ensure that all those likely to teach a pupil with an Education, Health and Care Plan are informed about the plan.

### **6.4 Oversight of the school’s arrangements and provision for meeting special educational needs**

Under section 317 of the 1996 Education Act, the governing body has a duty to ensure that the necessary provision is made for pupils with special educational needs. The governing body ensures that:

- the necessary provision is made for any pupil who has special educational needs, and that those needs are made known to all who are likely to teach that pupil;
- the identification of, and provision for, pupils who have special educational needs is recognised for its importance and given high priority;
- quality of provision is high, and children with special educational needs make progress;
- inclusion in all aspects of school life is promoted and facilitated for pupils with special educational needs.

### **6.5 Reporting to parents**

The governing body is required to report to parents on the implementation of the school’s policy for pupils with special educational needs.

### **6.6 SEN governor**

The governor appointed to have specific oversight of our school’s arrangements and provision for meeting special educational needs is Mrs Sumayyah Malna.

## **7 THE ROLE OF THE HEAD TEACHER**

### **7.1** The Head Teacher is Mrs Dawn Sage.

- 7.2** The Head Teacher has overall responsibility for leadership and management of the staff team, and the achievement and progress of all pupils, including those with Special Educational Needs.
- 7.3** The Head Teacher has specific oversight of the school's arrangements and provision for meeting special educational needs.
- 7.4** The Head Teacher informs the governing body of all matters relating to provision for meeting special educational needs within the school, and communicates key information about children at EHCP or SEN Support level, whilst ensuring confidentiality is maintained.
- 7.5** The Head Teacher is formally identified as the 'responsible person' who makes sure that all those who are likely to teach a pupil with an Education, Health and Care Plan are informed about the plan.

## **8 THE ROLE OF THE INCLUSION LEADER**

- 8.1** The Inclusion Leader is Mrs Gemma Godwin.
- 8.2** The Inclusion Leader is responsible for co-ordinating the day to day provision of education for pupils with special educational needs at Salford School. Mrs Godwin can be contacted through the school office by telephone or email. If the Inclusion Leader is not available, issues related to special educational needs will be dealt with by the Head Teacher.
- 8.3 Line management**  
The Inclusion Leader manages the team of Teaching Assistants who deliver programs of support to children at Boost and SEN Support levels of intervention (see section 9 for definitions of terms). She ensures appropriate training and advice is made available in line with the needs of the school, the Teaching Assistant team as a whole, and individual needs. Together with the Head Teacher, she meets regularly with Teaching Assistants both collectively and individually, to ensure they are acting within current policy, effectively delivering current provision, aware of current issues that affect them, and fully supported in their roles. She allocates Teaching Assistants to support specific individuals, groups or classes, and to deliver specific programs of support, in line with the school provision map.
- 8.4 Identification and intervention**  
The child's class teacher is the first point of contact for any concerns about a child's needs. They will liaise with the Inclusion Leader to agree appropriate action or provision. The Inclusion Leader will oversee the graduated process of identification and intervention (described in section 9 of this policy). She co-ordinates appropriate advice, actions and resources at each stage of the graduated process.
- 8.5 Facilitation**  
The Inclusion Leader ensures programs of support are delivered appropriately to children identified as part of the graduated process. Together with the Head Teacher and governors, she allocates funds targeted for SEN support in line with the provision map of need. She mobilises a range of resources from within and outside of school, in response to the needs of the children in line with Best Value principles.
- 8.6 Partnership management**  
The Inclusion Leader is critically engaged in multi-agency working: mobilising and deploying professionals from multi-agency services within the school in effective and efficient ways to improve targeted children's learning, behaviour, personal and social development and wellbeing.

She is responsible for integrating para-professionals into school organisation, ensuring they are familiar with school culture, policy and practice. She clarifies and agrees targets and goals with external agencies.

### **8.7 Advice and training**

The Inclusion Leader provides advice and training to teaching staff in all aspects of special educational need, both in formal staff meetings and INSET sessions, and through informal discussions as needed.

### **8.8 Quality assurance**

The Inclusion Leader monitors and evaluates the implementation of SEN policy and provision. She supports staff to write and implement effective and appropriate Pupil Passports and/or Pupil Inclusion Plans at EHCP and SEN Support level (see section 9 for definition of terms). Together with Class Teachers and Teaching Assistants, she devises and oversees appropriate programs of support in line with the school provision map, and allocates Teaching Assistants to deliver these. She advises Class Teachers on appropriate ways of differentiating for children with special educational needs, and including them in all aspects of the curriculum and whole-school activities.

## **9 THE GRADUATED PROCESS OF IDENTIFICATION AND INTERVENTION**

**9.1** The graduated process of identification and intervention recognises that there is a continuum of special educational needs. It sets out the school's policy on the identification of learning difficulties across the four areas of special educational need. It systemises the way in which programs of support that form part of our school provision map are targeted and delivered. It ensures full use is made of classroom and school resources and personnel, and identifies the stage at which it becomes necessary to seek specialist expertise and outside resources.

### **9.2 Cycle of planning, do and review**

This school places great importance on the early identification, assessment and provision for any child who may have special educational needs. Assessment of need is not regarded as a single event, but as a continuing process. If a child's difficulties prove to be transient, the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to initial interventions, then additional help will be considered. Thus, children will receive appropriate interventions for their needs, based on regular review as described below.

### **9.3 Exceptional circumstances**

Although the graduated response set out below is school policy for the majority of our pupils, there will always be exceptions where the level of need means a child moves more rapidly through the levels of intervention, and may even need to receive support at the highest level from the very beginning. The steps set out below should not be regarded as a rigid framework that can only be accessed from the bottom rung. When initial concerns are raised, the class teacher will decide what level of provision is appropriate based on the needs of the child in collaboration with the Inclusion Leader. This will particularly apply where a child is new to school other than during the Reception year, and may already have been receiving support at a certain level in a previous school.

### **9.4 New concern**

- A Class Teacher with concerns about a child who appears to be experiencing learning difficulties should initially discuss this with the parents (or may indeed have been approached by parents with concerns), and then meet with the Inclusion Leader to add their details to the School's Profile of Need.

- The Inclusion Leader and the Class Teacher will agree an appropriate level of intervention. If this is to be intervention at Boost level, agreed actions will be recorded on the Profile of Need.
- All new concerns will be reviewed annually following end-of-year assessments in May, with a view to setting up provision for the new academic year.

### 9.5 Curriculum differentiation

For children identified as new concerns, actions recorded on the Profile of Need identify strategies used to differentiate the curriculum, and/or any behaviour management strategies to be employed. These may be sufficient to address concerns, or it may be felt on review that further measures are needed.

### 9.6 Boost support

For children identified as Boost level, interventions, additional differentiation and targeted teaching will be used to boost confidence and reinforce learning, with in-class and/or small group TA support targeted towards those children. Support will be on an individual or small group basis, and children may be withdrawn for programs of support, and/or have a Teaching Assistant assigned to them for some sessions in class. Parents are informed by their child's class teacher about their child's Boost support at parent consultation evenings. If a child receiving Boost support is assessed as not making progress despite appropriate support, it will be necessary to explore whether they have a specific Special Educational Need as described in Section 5.

### 9.7 SEN Support

For children identified as having learning difficulties that require individualised interventions additional to and different from those usually provided as part of the school's usual differentiated curriculum and 'boost' support, parents will be consulted with a view to instigating support at SEN Support level. The majority of children identified at SEN Support level will have their support plotted on an **SEN Pupil Passport**. Support will be on an individual or small group basis, and children may be withdrawn for programs of support, and/or have a Teaching Assistant assigned to them for some sessions in class. This support is recorded on an **SEN Pupil Passport** which sets out specific targets for the child to work towards, with details of methods to be used to achieve those targets, people and time involved, and how success will be measured. SEN Pupil Passports will be reviewed twice annually. Reviews may be more frequent in individual cases. Each Class Teacher is given the equivalent of 4 staff meeting hours during the school year to meet with the Inclusion Leader and discuss the progress of their children at SEN Support level or higher.

### 9.8 Pupil Inclusion Plans

It may also be felt, in exceptional circumstances, that a child needs a Pupil Inclusion Plan to identify general, long-term strategies for inclusion in classroom and whole-school activities. PIPs will be reviewed annually, during a child's first term in a new class.

### 9.9 Outside Agency Involvement

At a child's Pupil Passport review, a decision may be made to consult an outside specialist regarding appropriate support for that child. The specialist will consult with staff, and may also do some or all of the following:

- meet with parents;
- observe the child in class, with a Teaching Assistant or at play as appropriate;
- carry out specialised assessments of the child in the area of concern;
- advise on Pupil Passports and PIPs for the child, and on the review and update of these over time;
- prepare a report on the child's needs;

- support school in making a referral for statutory assessment in the circumstances outlined below.

### 9.10 Referral for statutory assessment

In very exceptional circumstances, a decision will be made to refer for statutory assessment by the Local Authority, with a view to obtaining an **Education, Health and Care Plan**.

An EHCP carries an allocation of top-up funding. This allocation reflects the level of funding the Local Authority deems appropriate to meet the child's special educational needs.

- School are expected to provide support to the value of £6000 before an EHCP is issued.
- The Local Authority will provide funding for provision above £6000, subject to annual review.
- In either case, school will be required to implement the objectives and provision specified in the child's statement, with the support of appropriate outside advisors, subject to **annual review**.

## 10 ASSESSMENT CRITERIA

In all cases detailed below, the Inclusion Leader will consider the Class Teacher's concerns, and those of parents, alongside assessment data.

### 10.1 SEN Support

The class teacher and Inclusion Leader will consider the following factors when identifying a child at SEN Support level:

- Difficulties addressed through Boost provision persist after a year of support at this level, and the child has made little or no progress.
- Formal testing against level age-related expectations and standardised scores, analysis of projected targets, and teacher appraisal identify a persistent and widening gap in attainment or underachievement between the child and his/her peers.
- The child shows signs of difficulty in developing basic literacy or mathematics skills.
- The child presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in school.
- The child has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- The child has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of specialist equipment and/or support strategies.

### 10.2 Outside Agency Involvement

The Inclusion Leader will consider the following factors when identifying a child requiring outside agency involvement:

- The child continues to make little or no progress over a long period.
- The child continues to work at substantially below the age-related outcomes for a child of their age.
- The child continues to have difficulties developing basic literacy and mathematics skills.
- The child has emotional or behavioural difficulties which substantially and regularly interfere with his/her own learning or that of the class group, despite the use of strategies to address this.
- The child has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- The child has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

### 10.3 Referral for statutory assessment



The Inclusion Leader will consider the following factors when making the decision to refer a child for statutory assessment by the Local Authority with a view to obtaining an Education, Health and Care Plan:

- At a review meeting involving any outside advisors involved, as well as parents, all agreed this was the appropriate course of action.
- The child demonstrates considerable cause for concern despite all measures employed.
- Strategies and programs of support have been implemented for at least four terms.

## **11 PARENTS IN PARTNERSHIP**

- 11.1** At Saltford School we seek to fully involve parents in our response to their child's special educational needs, ensure they are in agreement with interventions and programs of action, that they fully understand these, and that they are aware of the parent partnership service. We seek to encourage active partnership with parents.
- 11.2** Through the parent/school agreement, we encourage parents to support their children's education, and to communicate effectively with staff, alerting us to any concerns they have about their children's learning or provision.

## **12 PUPIL PARTICIPATION**

At Saltford School we actively encourage pupils to be involved in their own learning, and to work towards targets for improvement. Children with individual programs of support for special educational needs are given opportunities to discuss their targets for progress, and encouraged to reflect on ways to improve and participate actively in working towards their targets. Achievements are celebrated and rewarded on an individual basis.

## **13 LIASON WITH OTHER EDUCATIONAL ESTABLISHMENTS**

- 13.1** The Foundation Stage Leader is Miss Elizabeth Davis. She manages regular liaison with the main pre-school facilities from whom children transfer to Saltford School, sometimes in conjunction with the Inclusion Leader where appropriate. As far as possible, children with special educational needs prior to beginning school are identified at this early stage.
- 13.2** Both the Inclusion Leader and the Year Six Class Teachers meet with senior staff and Special Needs Co-Ordinators from secondary schools during Terms Five and Six, to pass on detailed records and hold discussions regarding all our transferring Year Six pupils, with particular attention to those with special educational needs. Where a child has an Education, Health and Care plan, additional arrangements are made for the child to visit his/her new school and to meet key staff who will be supporting him/her.

# APPENDIX I: DEFINITIONS OF AREAS OF NEED

## 1 Communication and interaction

Children with Speech, Language and Communication needs (**SLCN**) have difficulty in communicating with others. This may be because they have difficulty in saying what they want to, understanding what is said to them or they do not understand or use social rules of communication. These needs may change over time and pupils with SLCN may experience difficulties with one, some or all aspects of speech, language or social communication. Children with a diagnosis of Autistic Spectrum Disorder (ASD), including Autism and Asperger's Syndrome are likely to have difficulties with social communication. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Diagnosis of ASD is usually made by a paediatrician, and can be accessed by referral from school, GP or a Speech and Language Therapist.

A range of strategies and materials can be used to support children with ASD, depending on the severity of the condition, its impact on the child's ability to access the curriculum and achieve his/her full potential, and the child's wider cognitive profile.

## 2 Cognition and Learning

Children experiencing difficulties in the area of cognition and learning learn at a slower pace than their peers, even with appropriate differentiation. These are classified as Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD)

**a. Specific Learning Difficulties** covers a range of specific conditions, the most common being dyslexia, dyspraxia and dyscalculia.

- i. **Dyslexia:** Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Children may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words. Although dyslexia screening tests are available for use in schools, which can identify the likelihood of a pupil having dyslexia, a diagnosis can only be carried out by an educational psychologist or appropriately qualified specialist dyslexia teacher. A range of strategies and materials can be used to support children with dyslexia, depending on the severity of the condition, its impact on the child's ability to access the curriculum and achieve his/her full potential, and the child's wider cognitive profile.
- ii. **Dyspraxia/Developmental Co-ordination Disorder (DCD):** Children with dyspraxia/DCD are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Children may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills. Diagnosis of dyspraxia/DCD is usually made by an Occupational Therapist, following referral from a GP or from the school. As for dyslexia, a range of strategies and materials can be used to support children with dyspraxia depending on the severity of the condition, its impact on the child's ability to access the curriculum and achieve his/her full potential, and the child's wider cognitive profile.

- iii. **Dyscalculia:** Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Formal tests to diagnose dyscalculia are not widely available. As for dyslexia, a range of strategies and materials can be used to support children with dyscalculia depending on the severity of the condition, its impact on the child's ability to access the curriculum and achieve his/her full potential, and the child's wider cognitive profile.
  
- b. **Moderate Learning Difficulties:** Children with moderate learning difficulties will have attainments significantly below age-related outcomes in most areas of the curriculum, despite appropriate interventions. The needs of children with MLD will not be able to be met by normal differentiation. They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
  
- c. **Severe Learning Difficulties:** Children with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Children with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some children may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the later P scale range (P4-8) for much of their school careers, below the level of the National Curriculum. (Further information about P scales can be found in "Performance - P Scale - attainment targets for pupils with special educational needs" DfE, July 2014)
  
- d. **Profound and Multiple Learning Difficulties:** Children with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, children have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Children require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some children communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers, below the level of the National Curriculum. (Further information about P scales can be found in "Performance - P Scale - attainment targets for pupils with special educational needs" DfE, July 2014)

### 3. **Social, Emotional and Mental Health difficulties (SEMH)**

Children may experience a range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. The school's Behaviour Policy outlines how the school manages challenging and disruptive behaviour.

Children with conditions such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder are also part of this category.

The needs of children with social and emotional difficulties may be met by inclusion in a social group, 1:1 mentoring, therapeutic interventions or behaviour support. The school nurse may also be involved in supporting children with emotional and mental health difficulties. This is accessed by referral from GP or school. In some cases, children may be supported by Child and Adolescent Mental Health Services (CAMHS), which is accessed via GP, school nurse or school referral.

#### **4. Sensory and/or physical needs**

Some children require Special Needs provision because they have a disability which prevents or hinders them from accessing the educational facilities generally provided. These difficulties may be age-related and may fluctuate over time. These disabilities include Visual Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) or Physical Disability (PD).

Children may require additional ongoing support and equipment, as well as specialist advice on how to adapt teaching and the environment to facilitate their learning.

These conditions are diagnosed by relevant medical specialists and paediatricians.

# **APPENDIX II: APPROPRIATE PROVISION FOR CHILDREN FALLING WITHIN THE FOUR AREAS OF NEED, AS SET OUT IN THE SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE**

## **1. COMMUNICATION AND INTERACTION**

Children may require help with some, or all, of the following:

Flexible teaching arrangements;

Help in acquiring, comprehending and using language;

Help in articulation;

Help in acquiring literacy skills;

Help in using augmentative and alternative means of communication;

Help to use different means of communication confidently and competently for a range of purposes;

Help in organising and coordinating oral and written language.

## **2. COGNITION AND LEARNING**

Children may require help with some, or all, of the following:

Flexible teaching arrangements;

Help with processing language, memory and reasoning skills;

Help and support in acquiring literacy skills;

Help and support in understanding basic mathematical concepts and acquiring numeracy skills;

Help in organizing and coordinating spoken and written English to aid cognition;

Help with sequencing and organizational skills;

Help with problem solving and developing concepts;

Programs to aid improvement of fine motor competencies;

Support in the use of technical terms and abstract ideas;

Help in understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experience.

### **3. SOCIAL, EMOTIONAL AND MENTAL HEALTH**

Children may require help with some, or all, of the following:

Flexible teaching arrangements;

Help with development of social competence and emotional maturity;

Help in adjusting to school expectations and routines;

Help in acquiring skills of positive interaction with peers and adults;

Specialised behavioural and cognitive approaches;

Re-channelling or re-focusing to diminish repetitive and self-injurious behaviours;

Provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour;

Provision of a safe and supportive environment.

### **4. SENSORY AND/OR PHYSICAL NEEDS**

Children may require help with some, or all, of the following:

Flexible teaching arrangements;

Appropriate seating, acoustic conditioning and lighting;

Adaptations to the physical environment of the school;

Adaptations to school policies and procedures;

Access to alternative or augmented forms of communication;

Provision of tactile and kinaesthetic materials;

Access to different amplification systems;

Access to low vision aids;

Access in all areas of the curriculum through specialist aids equipment or furniture;

Regular and frequent access to specialist support.

## **APPENDIX III: PROVISION FOR VULNERABLE PUPILS IN CASE OF SCHOOL CLOSURE**

Following DfE guidance, all vulnerable pupils (those with an EHCP or a named social worker) should attend school for face-to-face teaching and learning. Where this is not possible due to shielding or isolation, the Academy will provide remote learning. The Trust understands that remote learning can be difficult for some children and young people with SEND and can pose unique challenges for children and families. It is for this reason that we encourage all children with EHCPs to attend school during lockdown period.

Where remote learning is provided the Academy will communicate frequently with parents/carers and families to ensure continuous guidance and support. Bespoke remote learning will be personalised to individualised needs and may include on-line teaching and learning, on-line meetings, regular communication by telephone or email and bespoke learning packs

Meetings will continue during this time to keep Pupil Passport target meetings on track, hold Annual Reviews meetings and provide additional support where appropriate. Meetings will be by telephone or on-line