



Grangefield Primary School

INCLUSION and SEND INFORMATION REPORT

Reviewed – April 2024

Author – Nikki Green

Review Period – Annual Review

Next Review Date – April 2025

Responsibility for review – SENCO and School Governing Body

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Our staff and pupils are immensely proud of our school. The school has a welcoming and positive ethos that aims to provide a safe, happy, stimulating environment that promotes and encourages life-long learning. We have high expectations of children's behaviour and respect for others, regardless of age, occupation, race, gender or religion. Our children are encouraged to have understanding, tolerance and compassion towards each other and to celebrate the difference and diversity of their peers. We strive to raise aspirations for achievement and learning for all pupils and to develop self-belief.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

SEN: A child has special educational needs if he or she has a learning difficulty or disability (which results in a significantly greater difficulty in learning than the majority of others of the same age), which calls for special educational provision to be made for him or her.

Special educational provision: Educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.

Disability: 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.

THE LOCAL AUTHORITY OFFER

- The Children and Families Bill came into force in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Gloucestershire Local Offer can be accessed at: [Glofamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers](#)

THE SEND INFORMATION REPORT

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

1. WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS MIGHT THE CHILDREN AT GRANGEFIELD PRIMARY SCHOOL HAVE?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

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 of the different aspects of speech, language or social communication at different times of their lives. Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people 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), 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. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

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, 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.

Sensory and/or physical needs

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 visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. 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.

2. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Grangefield Primary School, children are identified as having SEND through a variety of ways, usually a combination, which may include some of the following:-

- Child performing below age-expected levels or equivalent (e.g. percentile rankings)
- Liaison with preschool/previous school
- Concerns raised by parent / carer
- Concerns raised by teacher, for example, behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/sensory issue, Speech and Language
- Health diagnosis through paediatrician
- Use of tools for standardised assessment such as: Sandwell Numeracy Test
- Children with a statement/ EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision made by the Local Education Authority.

3. WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS? HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us – contact your child’s class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the Inclusion Lead/SENDCo (Miss N Green), Deputy Headteacher (Mrs L Kay) or Headteacher (Mrs G Kydd). Appointments can be made in person, by phone or by email.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

4. HOW WILL SCHOOL SUPPORT MY CHILD?

4a) WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.
- Our Child and Family Support worker will support individuals and groups of children on our SEND and key groups registers.
- Our Inclusion Lead/SENDCo and Head Teacher oversee the progress of any child identified as having SEND.
- Once your child’s needs have been identified, and with your permission, they will be placed on the school’s SEND Register and a My Plan and/or Pupil Passport is written outlining their provision. This provision may also be documented on a Class Provision Map. This informs the level of support your child will receive, identifies the nature and detail of that support, as well as monitoring the impact it has had in terms of your child’s progress.
- There may be a Teaching Assistant (TA) working with your child. This may be individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child’s bespoke programme of learning. Support will be regularly reviewed and shared during parents’ evenings and SEND Reviews.
- If it is felt that further advice and strategies are needed in order to support a child, Outside Agencies may need to be consulted such as the Advisory Teaching Service (ATS), Occupational Therapist (OT), Educational Psychologist (EP), a Speech and Language Therapist (SLT) or a Paediatrician. Parental Permission has to be given before this is done.
- In the case of a child who has severe learning or medical needs and where strategies and interventions have not been effective, we may approach parents to agree to a referral to apply for an Education Health and Care Plan (EHCP). This, if agreed, may take a little while to be assessed, but could give the pupil additional allocated funding to support their needs. A pupil with an EHCP has termly Progress Reviews and an Annual Review to monitor and assess progress and strategies in place, both in school and with Outreach Agencies involved with

learning or medical issues.

4b) WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you formally, as part of parents' evenings, in the Autumn and Spring Term. Progress will be more formally communicated in the form of a written school report in the Summer Term.
- Class teachers are always happy to discuss your child's needs if you have any questions or concerns between these more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the Inclusion Lead/SENDCo to discuss support in more detail if required.
- My Plans, My Plan+ and Pupil Passports will be written in consultation with children and parents. Pupils have the opportunity to input their 'pupil voice' into their plans and parents are asked to sign to agree to the Plan and provision in place. These documents will form part of the written record of the support provided and copies will be provided for parents.

5. WHAT DIFFERENT KINDS OF SUPPORT ARE AVAILABLE TO CHILDREN WITH SEND?

- All pupils are taught in mainstream classes alongside their peers with the majority of learning taking place in ordinary lessons incorporating adapted and/or personalisation.
- Children who receive additional support are either taught within the class situation or are withdrawn for intensive support from a teacher, TA, CFSW or Inclusion Lead/SENDCo, individually or in small groups. If children are receiving TA support the TA's liaise very closely with the class teacher and Inclusion Lead/SENDCo. At all times children are taught and integrated into the main body of the school.
- Grangefield Primary School follows a 'Waves of support' approach as outlined in Gloucestershire's Intervention Guidance:

Wave 1 (Universal Provision) describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted Provision) describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist Provision) describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

Please refer to Appendix 1 for further information which outlines provision available at Grangefield Primary School for each of the 4 strands of the Code of Practice; Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and or Sensory Needs (Including Medical).

- As a school, we work closely with any external agencies that we feel are relevant to an individual children's needs including: - The Advisory Teaching Service (ATS), Health Professionals including GPs, the school nurse, clinical psychologists, paediatricians, speech & language therapists; occupational therapists; Social Services including - Social Workers and Educational Psychologists. Use of these professionals is only done with parental consent.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- All learning activities within class are planned and adapted at an appropriate level, so that all children are able to access learning according to their specific needs.
- The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon
- The Senior Leadership Team and Governors agree priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

For a more detailed representation of how the curriculum can be adapted to meet the needs of an individual pupil according to their specific need, see Appendix 1.

7. HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers
- By assessing a child diagnostically both pre and post intervention work, and assessing the impact of such intervention
- By reviewing children's targets on My Plans, My Plan+ and on a provision map and ensuring that they are being met or exceeded
- Through verbal feedback from the child, the parent and teacher to build a wider picture

- Through children moving off the SEN Register when they have made sufficient and sustained progress – parents will always be informed if this has taken place.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details
- Pupil Progress Meetings are held each term between each Class Teacher, the Head Teacher, Deputy Head Teacher and SENDCo. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth or capture additional diagnostic data such as Age Standardised Scores
- The Head Teacher and SENDCo report regularly to the Governing Body to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- We have a governor who is responsible for Inclusion and SEND, who meets regularly with the SENDCo. They also report back to the Governing Body

9. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home with their learning, to make a difference
- You will receive regular updates with photos on Dojo, you can also use this platform to communicate directly with the class teacher.
- Your child may have a My Plan or a My Plan+ that will have individual targets. This document is reviewed termly with parents and children. You will receive and copy of the review and My Plan. with the class teacher and the Inclusion Lead on at least a termly basis and are provided with a copy. Plans will also provide suggestions as to how you can support your child's learning at home.
- When the child's My Plan/ My Plan+ is reviewed, comments are made against each target to show what progress the child has made

- If your child has complex SEND they may have an Education Health and Care Plan (EHCP). In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

10. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- As a school, we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. We also regularly seek 'Pupil Voice' as part of our leadership monitoring procedures.
- Children who have a My Plan or a My Plan+ discuss their targets with their class teacher, their TA or the SENDCo and are asked for their views on their education which form part of their My Plans.
- If your child has an EHCP (Education Health and Care Plan) their views will be sought before any review meetings.

11. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

11a) WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- The school has an Inclusion Lead/SENDCo, Senior Mental Health Lead and a Child and Family Support worker (CFSW)
- Our Inclusion Lead has had Attachment and Trauma training, our CFSW is ELSA trained, she also uses Lego Therapy
- All staff have had ACE's training
- When needed we buy in specialist consultations e.g. play therapist an educational consultants
- We have one guinea pig called Elvis
- We follow Jigsaw in our PSHE curriculum

11b) HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken

during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office

- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration.
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- The vast majority of staff hold first aid qualifications, which are updated regularly.

11c) WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school aims to work in a supportive role with children and families to understand the cause of difficulties and to take steps to address this.
- All staff have received up to date training
- Various reward systems are in place to support positive behaviours including individual certificates, class awards, raffles etc
- After any behaviour incident, we expect the child to reflect on their behaviour with an adult, using restorative conversations, this will either be after receiving a white, yellow or red card, see our behaviour policy on the website or ask for a copy from the school office. The conversations help to identify why the incident happened, how the individual was feeling leading up to the incident, how the behaviour affected others, and what the child could do differently next time to change and improve their behaviour. It also allows time for the child to make amends with whom they need to.
- If a child has significant behaviour difficulties, a Positive Support Plan (PSP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school will seek support and advice from outside agencies as appropriate e.g. The Advisory Teaching Services
- The schools attendance policy is available on the school website. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded. Should additional support be required in relation to attendance we can make referrals to a range of in house and external agencies.
- The school are also able to support families in making contact with other agencies who can provide appropriate support, for example making a request for Early Help, where this is considered appropriate.

12. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school is compiled of 2 single story buildings with wheel chair access throughout. Corridors are relatively wide, particularly in the new KS2 building. Corridor and Class doors can be opened double if needed.
- A Disabled toilet is available in the entrance lobby (Infant block) and street (Junior Block).
- Disabled parking has been allocated close to the main entrance and outside the school gates.
- Pupils requiring equipment due to an impairment will be assessed in order to gain the support that they require.
- The school has access to the Physical, Visual and Hearing Impairment Team to support our pupils who are physically/visually/hearing impaired.

Please see our Accessibility Plan for further information.

13. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our Inclusion Lead/SENDCo holds the national SENDCo accreditation.
- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: The Advisory Teaching Service (ATS), Educational Psychologists, Play Therapists, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologists, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help and Social Services as appropriate

14. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- The school has a duty to provide continual professional development opportunities for all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues.
- The Inclusion Lead/SENDCo leads whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND on a regular basis.
- A number of teachers and TAs are Team Teach (Positive Handling) trained to support children with regulation difficulties.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children they are working with.

15. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this.
- Our Midday Supervisors (MDS), Teaching Assistants (TA's) support the children during lunchtimes and any further support is considered on an individual basis, dependent on the specific needs of the child.

16. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting
- We can create 'social stories' with/for the children if transition is likely to prove challenging. We can also provide additional advice and strategies, in addition to support from our SENDCo/CFSW.
- For children starting in Reception, a series of visits for children are planned throughout the Summer Term as well as the opportunity for parents to meet individually with the class teacher, in order to help children, parents and staff get to know each other. Intake in September is staggered in order to ease transition into our setting.
- Teachers will visit pre-school settings where appropriate and the SENDCo will meet and liaise with pre-school setting SENDCo's for those children with additional needs.
- If your child has complex needs, then an EHCP review may be used as a transition planning meeting to which we will invite staff from both settings.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher. At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition.
- Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education

17. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance.
- General information relating to SEND can be found on the school website, including within the SEND policy.
- Further information is available from the Inclusion Lead/SENDCo (Miss N Green) and Child and Family Support Worker (Mrs A Lack), Deputy Head Teacher (Mrs L Kay), Head Teacher (Mrs G Kydd) or, in exceptional circumstances, the Inclusion/SEND Governor (Mr S. Watts).
- The school has a complaints policy, which is available on the policy page of the school website.
- You might also wish to visit Gloucestershire County Council's Local Offer:
[GloSFamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers](#)
- SENDIASS Gloucestershire provides free, confidential, impartial advice and helps parents play an active and informed role in their child's education:

<http://sendiassglos.org.uk/>

Appendix 1 - The following tables outline the provision available at Grangefield Primary School for each of the 4 strands of the Code of Practice;

Cognition and Learning

<u>Wave 1 (Universal Provision)</u>	<u>Wave 2 (Targeted Provision)</u>	<u>Wave 3 (Specialist Provision)</u>
<ul style="list-style-type: none"> →Quality First Teaching – an adapted/ personalised curriculum which takes account of individual need → Scaffolding →Modified classrooms that take account of learning needs →Adult support on an ad hoc basis, or limited adult support e.g. targeted teacher time, TAs, adult volunteers →Peer support systems e.g. peer mediators, playground buddies, talk partners →Carefully considered classrooms groupings and seating arrangements →Focused small group support →Homework Club →Other out of hours learning opportunities e.g. lunchtime and after school clubs →Special arrangements in place for testing and assessments as required →Encouraging learning behaviours through our Behaviour Policy →Praise and encouragement through school rewards →Careful consideration given to language to promote vocabulary →Visual Timetables →Task Management Boards 	<ul style="list-style-type: none"> →Modifications to the classroom and whole school environment to meet individual need e.g. workstations →Additional adult support e.g. 1:1 or targeted small group work →Close home-school liaison and parental involvement →Multi-sensory learning styles e.g. hands on, sensory experiences →Adaption of texts and materials e.g. readability and access to text considered →Pre-teaching e.g. topic vocabulary →Staff training for those working with children that have specific needs →Delivering instructions in short chunks and checking for understanding, including allowing the child time to process language and instructions, and respond →Explicit teaching of listening skills, turning taking e.g. small turn-taking groups →Individual and/or highly structured, evidence based reading programmes e.g. Dancing Bears, Rapid Reading →Use of animals for reluctant/vulnerable readers e.g. guinea pig for children to read to → Individual and/or highly structured, evidence based spelling programmes e.g. Nussy, 	<ul style="list-style-type: none"> →Highly modified learning environment to meet individual needs →Highly personalised resources to meet pupil need →Personalised/ individualised timetable →Built in sensory/movement breaks →High levels of adult support →Highly structured and individualised/personalised learning programmes, often tailored by outside agencies e.g. the Speech and Language Team →High levels of care and supervision →Individualised programmes used to support learning throughout the school day → Possibility of 1:1 tuition through high needs funding →A secure, structured and safe learning environment

<ul style="list-style-type: none"> →Communication in Print resources →Use of writing frames and planners →Semantic Dictionaries and Work Banks →Learning mats e.g. High frequency word mats, phonic mats, number lines, hundred squares →Manipulatives e.g. Numicon, bead strings, Cuisenaire →Visual support e.g. topic vocabulary →Access to IT →Access to online home learning e.g. TT rockstars 	<ul style="list-style-type: none"> →Access to ICT and specialist equipment e.g. Clicker 8 →Providing alternative means of access to tasks involving reading or writing e.g. Recording devices, scribes, paired work, computer software, coloured overlays, Clicker 8 →Increasingly individualised curriculum linking content of whole class work and learning objectives appropriate to the child. → DA feedback sessions 1:1 with teacher to gain pupil voice →Individual and/or highly structured, evidence based Maths programmes e.g. Numicon, Precision Teaching 	
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Communication and Interaction

<u>Wave 1 (Universal Provision)</u>	<u>Wave 2 (Targeted Provision)</u>	<u>Wave 3 (Specialist Provision)</u>
<p>→Quality First Teaching – a adapted/ personalised curriculum which takes account of individual need</p> <p>→ Scaffolding</p> <p>→Use of appropriate ICT programmes to support language and communication e.g. Communication in Print</p> <p>→Personalised learning targets</p> <p>→Classroom and whole school environment modified to take account of communication and interaction needs (e.g. Topic Vocabulary, English/Maths Vocabulary visually displayed, friendship benches, outdoor reflection areas)</p> <p>→Some adult monitoring/support to promote social skills and interactions with peers.</p> <p>→Class based teaching with adapted group work as appropriate within class setting.</p> <p>→Targeted small group work within class to support specific aspects of the curriculum</p> <p>→Curriculum access facilitated by modification of task presentation.</p> <p>→Transition between tasks and specific use of visual communication systems (e.g. visual timetable, visual agenda, Now and Next Boards)</p> <p>→Flexible use of staffing and resources to support access to learning and teaching.</p>	<p>→Small group work within class to support aspects of differentiated curriculum</p> <p>→Teaching of specific social interaction skills and social use of language with opportunities to generalise the skills used on a daily basis through individual and small group work</p> <p>→Close home-school liaison to ensure reinforcement of strategies and the generalisation of skills</p> <p>→Peer support e.g. buddy systems</p> <p>→Simplification of verbal explanations with visual or concrete support</p> <p>→Adaption, key wording and pre-teaching to introduce, teach and reinforce specific vocabulary and concepts</p> <p>→Adaption of tasks to take account of preferred learning styles e.g. planned strategies to ensure cooperation in less preferred areas of curriculum</p> <p>→Simplification or repetition of instructions, additional visual cues, symbols or gestures</p> <p>→Significant differentiation/ personalisation of spoken and written language, activities and materials in class, including the use of ICT</p> <p>→Structured language interventions which may be devised in consultation with external agencies</p>	<p>→A highly structured and personalised teaching environment</p> <p>→A high level of care and supervision</p> <p>→A consistent approach to multi-sensory communication</p> <p>→Individual programmes to manage emotional and behavioural needs throughout the school day</p> <p>→Key staff/SENDCo/CFSW trained and skilled in responding to very challenging behaviours</p> <p>→Individualised Positive Support Plan</p> <p>→Positive Behaviour Chart</p> <p>→Behaviour Risk Assessments</p> <p>→Staff trained in 'Team Teach'-Positive Handling</p> <p>→Use of 'The Nest/yellow room' (Inclusion Room/Safe Base) personalised to meet individual need</p> <p>→Individualised/ personalised visual cues/ prompts</p> <p>→Sensory stimuli to support personalised need e.g. chewllery, theraputty,</p>

<p>→Behaviour Expectations clearly displayed and consistently referred to</p> <p>→Praise and encouragement so that self-esteem is enhanced e.g. Use of reward charts/points</p> <p>→Staff appropriately prepare students for routine changes (e.g. change in lessons, change in activity, and change in teaching staff, visual timetables).</p> <p>→Out of hours clubs which provide opportunities to reinforce children’s strengths and for social communication in an informal setting.</p> <p>→Staff model appropriate social behaviour and interaction.</p> <p>→Clear, simple and positive instructions with visual support if necessary, e.g. visual timetable.</p> <p>→Appropriate use of visual prompts, to show what behaviour and actions are expected.</p> <p>→Additional adult support is used to support group work in the classroom.</p> <p>→Reduce anxiety through adapting and structuring the learning and social environment as appropriate.</p> <p>→Teaching strategies take into account difficulties with social understanding and the generalisation of skills.</p> <p>→Language is given priority in planning to facilitate effective curriculum access.</p> <p>→Curriculum delivery modified to accommodate reluctance to accept adult direction. School staff use augmentative and/or alternative means of communication, (e.g. use of symbols and visual prompts). Use of a structured approach for tasks and activities with a clear beginning middle and end. Whole staff awareness of the implications of</p>	<p>e.g. Advisory Teachers or Speech and Language Therapy</p> <p>→ Individual and/or highly structured, evidence based Social Skills programmes</p> <p>→Visual approaches to develop social understanding e.g. Comic Strip Conversations or Social Stories</p> <p>→Individual personalised visual prompts e.g. choices fans</p> <p>→Use of CFSW to support children with social difficulties at playtimes and encourage purposeful play</p> <p>→Individualised Positive Support Plan</p> <p>→Use of the Inclusion Room (‘The Nest/yellow room’) to support pupils who need brain breaks, sensory aids, social support, during break times and play times</p> <p>→Withdrawal from the classroom to a ‘safe base’ (‘The Nest/yellow room’) when anxious or in need of personalised support</p>	
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communication and interaction difficulties. Appropriate differentiation of spoken and written language, activities and materials in class.		
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Social, Emotional and Mental Health Needs

<u>Wave 1 (Universal Provision)</u>	<u>Wave 2 (Targeted Provision)</u>	<u>Wave 3 (Specialist Provision)</u>
<ul style="list-style-type: none"> →Quality First Teaching – an adapted/ personalised curriculum which takes account of individual need →Personalised learning targets →Classroom and whole school environment modified to take account of Social and Emotional needs e.g. workspaces →Behaviour Expectations clearly displayed and consistently referred to (Children aware of rewards and sanctions) →Consistent behaviour management by staff including reinforcement of positive behaviours through owl groups point system →Appropriate adaptation of the curriculum to ensure that children are motivated to learn and to minimise emotional, social and behavioural difficulties →Class wide approaches to develop social and emotional well-being e.g. use of Circle Time, PSHE curriculum →Peer support systems e.g. peer mediators, playground buddies, talk partners →In class TA support → Gaining My Wings curriculum to develop personal development →In class targeted teacher support 	<ul style="list-style-type: none"> →Further modifications to the classroom and whole school environment to take account of individual needs e.g. Emotions displays, colour monsters →Attention paid to seating arrangements which facilitate appropriate social contact, access to materials etc. →Support through flexible grouping strategies →Reduced levels of language → Areas of containment within classes Strategies to reduce anxiety ‘Red Beast’ Emotions boxes in targeted classrooms →Provision of a distraction free work area e.g. workstation approach or area on the edge of a group →Activities broken into small, achievable tasks e.g. Task management board, Now-Next board →Brain/ movement breaks →Timed activities or use of visual prompts e.g. good sitting, good listening →Close home-school liaison to ease transition and ensure continuity →Peer support e.g. buddy systems →Out of hours Social Support e.g. Homework Club where applicable →Individual and/or highly structured, evidence based Self Esteem programmes e.g. Lego Therapy 	<ul style="list-style-type: none"> →A highly structured and personalised teaching environment →A secure, structured and safe learning environment →A high level of care and supervision →Individual programmes to manage emotional and behavioural needs throughout the school day →Key staff/SLT trained and skilled in responding to very challenging behaviours →Individualised Positive Support Plan →Positive Behaviour chart →Behaviour Risk Assessments →Staff trained in ‘Team Teach’-Positive Handling →Personalised Thrive intervention programme →Play Therapy →Lego Therapy →Councillors/ Therapists provided form external agencies →Emotions Tracker/ ‘My Positive Day’ Tracker →Use of ‘The Nest/Yellow Room’ (Inclusion Room/Safe Base) personalised to meet individual need e.g. Emotion self registration, Worry Monster →Individualised/personalised visual cues/ prompts →Sensory stimuli to support personalised need e.g. chewllery, theraputty,

	<ul style="list-style-type: none"> →Individual and/or highly structured, evidence based Anger/Emotion/ Impulse programmes e.g. My Hidden Chimp’, ‘Volcano in my Tummy’ →Use of animals for therapeutic benefits e.g. guinea pig →Visual approaches e.g. Comic Strip Conversations or Social Stories →Use of Emotion Prompt Cards/ Anger Thermometers for children to signal emotional changes non-verbally →Individual personalised visual prompts e.g. choices fans →Awareness of pupils’ individual needs shared across staff team, as appropriate. →Positive play at playtimes to encourage purposeful play →Wheel of choice to help a child who is beginning to dysregulate →Individualised Positive Support Plan →Use of the Inclusion Room (‘The Nest/yellow room’) to support pupils who need brain breaks, sensory aids, SEMH support, throughout the day →Use of the Inclusion Room (‘The Nest/yellow room’) to support pupils in the mornings who needs their basic needs met/ SEMH support →Withdrawal from the classroom to a ‘safe base’ (‘The Nest/yellow room’) when anxious or in need of personalised support 	<ul style="list-style-type: none"> →Use of transitional object
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Physical and Medical Needs

<u>Wave 1 (Universal Provision)</u>	<u>Wave 2 (Targeted Provision)</u>	<u>Wave 3 (Specialist Provision)</u>
<ul style="list-style-type: none"> →Quality First Teaching – an adapted/ personalised curriculum which takes account of individual need →Personalised learning targets →Appropriate classroom and whole school environment established- Grangefield Primary School promotes accessibility to the curriculum and the entire school premises, for every child →Disabled Toilet →School building on one level →Accessibility ramp between KS1 and KS2 buildings →Wide, open corridors 	<ul style="list-style-type: none"> →Personalised Medical Notice/Individual Health Care Plan →Personalised Notice published in the staffroom, KS1 and 2 buildings, First Aid room and Hall, to alert staff to a high priority need, as appropriate →Some classrooms modified to meet individual need →Grouping strategies which are used flexibly →Classroom management which responds to the child’s physical and medical needs (e.g. modifications to routines and organisation) →Classroom management takes account of social relationships →Appropriate support to ensure equal access to the curriculum →Appropriate support agencies (e.g. ATS, OT, NHS) may be involved in providing advice on strategies or staff development and training, aimed at introducing more effective strategies →The nature and extent of additional help required will be determined by the child’s needs →Planned strategies to combat fatigue e.g. rest/ movement breaks →Individual and/or highly structured, evidence based Gross Motor Skills programmes e.g. Fizzy →Individual and/or highly structured, evidence based 	<ul style="list-style-type: none"> →Personalised Health Care Plan →Personalised Notice published in the staffroom, KS1 and 2 buildings, First Aid room and Hall, to alert staff to a high priority need, as appropriate →A high level of adult support to; -manage very severe and complex needs to achieve equal access (where feasible) to the curriculum -aid safe curriculum access and response -meet primary care needs e.g. feeding, continence management -provide manual handling (this may involve two people) -ensure safe access to school life -Enable advice from Health professionals to be implemented (e.g. physiotherapy/mobility/OT programmes) -Support the use of specialist equipment and/or a structured, personalised curriculum -Enable development of medical protocols and manage highly specialised individual health care -Manage complex and critical health needs on a daily basis -Support/perform hand control/physical tasks in response to significant/ profound fine motor skill/ gross motor/ mobility difficulties -Enable the child to participate with peers in response to challenges in the school environment

	<p>Fine Motor Skills programmes e.g. Jimbo Fun, Pindora's Box</p> <ul style="list-style-type: none"> →Appropriate physical exercise following medical/ external agency guidance →Appropriate programme of support to develop self- help skills such as toileting and dressing →Measures which help the child to negotiate the school environment safely and as independently as possible →Appropriate level of adult support to meet personal care needs →Appropriate use of alternative equipment to meet physical and medical needs e.g. Writing Slopes, Seat Wedges, Pencil Grips, Specialist Scissors →Adult support in some areas of the curriculum and for some activities e.g. cutting activities, practical activities such as cooking, swimming, breaks and lunchtimes →Support to attend educational trips and school visits 	<ul style="list-style-type: none"> -Ensure safe access to out-of-hours learning opportunities or extra-curricular activities -Follow external agencies and support services advice on curriculum access and/or individual programmes
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