SEND Information Report

Dormers Wells Primary School

Believe Aspire Flourish

Diversity, Opportunity, Resilience, Moral Values, Excellence, Respect, Self-Belief

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This document is reviewed every year.

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Legalisation and guidance.

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

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

At Dormers Wells Primary School, we value all members of our school community. We are committed to maximising the potential of all pupils including those with special educational needs and disabilities (SEND). We want the pupils in our schools to be independent, balanced and emotionally resilient individuals, to enjoy learning, to make progress and be an active member of our community – 'Believe, Aspire, Flourish'.

In order to do this, we work through a cycle of meetings and activities that include parents/carers, pupils and any professional working with them. This report answers some of the most frequently asked questions about school and the special educational needs.

1. **What kinds of needs can be supported at our school?**

Pupils with a range of needs are supported at our school and we make our best efforts to ensure that every pupil in our school makes good progress and is well prepared for High School.
Our education provision will match the needs of the four broad areas of need as defined by the SEND Code of Practice (2014):

Area of need	Condition
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Sometimes we will commission other professionals to help us meet an individual pupil's needs in school or we may need to recruit staff or buy specialist equipment, in order to support a pupil with SEND.

Sometimes a pupil, who has very complex needs, is happier and makes better progress in a more specialist school or another resourced provision. As a school we do not have the power to make this decision, although we can give advice. It would be a decision made by parents and the child or young person with SEND, with advice from the professional involved, usually within an Education, Health and Care plan (EHCP) meeting. This decision would be recorded in an EHCP.

2. How are pupil's needs identified?

At Dormers Wells Primary School (DWP) we spend time identifying and assessing the needs of all children, whether they have an identified special educational need or not, before they enter school and throughout their school life. This helps us ensure all pupils settle in well and feel happy and confident in school and make good progress in their lessons. If the school feels that a pupil might have a Special Educational Need, then a meeting (face to face or virtual) with parents (and the pupil if appropriate) will always be arranged to investigate the needs further before the pupil is classed as having a SEND need.

a). How are children's needs identified before they start at our school?

As soon as we know that a child will definitely be attending our school, we start finding out more about each child, we endeavour to get to know the individual and plan for the holistic needs of the pupil.

- Before entry to our Nursery or Reception classes (for pupils aged between 3 and 5 years) Members of the Foundation Stage team like to meet all our pupils and families. These meetings, face to face or virtual, help us to work with parents to identify the needs of the child before they come to school. We can then plan together to help your child settle into school life happily and become successful learners.

- If you have attended a different school
  If you believe that your child has a Special Education Need that has not been previously identified by your child's current school, then please inform us of your concerns. Please let us know any information about your child's needs or any other documentation from other professionals like health or Speech and Language. We will then arrange a time to follow this up with you and your child later. (Please see sections on working with parents and pupils).

- Working with previous schools or educational settings
  All school records are passed on to us and are looked at carefully by the Special Educational Needs and Disability Co-ordinator (SENDCo), Mrs Sargeant. If we feel there is a child with SEND who will be moving to our school, the SENDCo will contact the school to get further information. Transition meetings are held virtually or face to face with their previous setting in order for the transition to be as smooth as possible for the pupil and the parent, thus enabling all information pastoral or otherwise to be passed on.

- Before entry to Year 1 – 6 (classes for children aged between 5 and 11)
  If a child joins our school between Year 1 – 6 then the Headteacher will always arrange a meeting, face to face or virtual, before the child starts school, so we can work with you to identify the individual's needs and ensure we can support them to settle into our school

b) How are children's needs identified whilst children are at our school?

If a **pupil has concerns** they can tell their worries to members of staff and be confident that they will be listened to. Issues can also be raised through the following strategies:

- Talking to other children

- Circle time
- Worry boxes – boxes where children can place notes to the teacher with their concerns.
- Feedback in books – children can write notes in their books for the teacher to see when they mark.
- Clinical Psychologists attached to - Schools Counselling Partnership / John Lyons
- Play therapy/Creative Therapy e.g., through Catholic Children's Service
- ELSA programme (Emotional Literacy Support)

If a **parent has concerns**:

- **Talk to the teacher**
  Working in partnership with all parents leads to the happiest children and the best education. If at any time you are concerned about your child, please arrange an appointment with your child's class teacher as soon as possible to discuss your concerns. If you cannot get into school a phone call or letter is a good start in letting us know. If, after further investigation, we believe that your child may have some special education needs we will arrange a meeting with you, face to face or virtual, in order to identify these needs further and develop ways to support your child.

- **Parent/Carer consultation meetings**
  We hold 2-3 parents' consultations per year to discuss the progress of all our pupils. Please use these meetings to voice any concerns you may have. We often extend the time of these meetings for parents of children with SEND, so that we have more time to discuss the needs of each child and the effectiveness of the support in place.

If **staff members have concerns**:

- **Teacher assessments**
  All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, usually half termly, in order to ensure that all pupils are making good progress and will achieve their targets. If the teacher has any concerns over a pupil's progress they can discuss issues with the SENDCo.

- **Record of Concern**
  If a pupil is not making progress, then further investigations and monitoring will be made to ensure that the school is meeting their needs. The class teacher together with the SENDCo will complete a monitoring form called a Record of Concern, where evidence will be collated and SMART targets set to help identify the need and support the teacher's concern. If after further investigation the school believes your child may have Special Educational Needs then we will arrange a meeting, face to face or virtual, with you to discuss any issues and if appropriate your child too, to plan support.

- **During a review of progress against SEND desired outcomes**
  If your child has already some Special Educational Needs then a plan to support them to reach certain outcomes will have been put in place by an Education, Health and Care Plan (EHCP) or your child's previous school or Nursery. The success of this plan in meeting their needs and ensuring they make progress should be reviewed at least yearly. This process really helps to ensure that everyone involved in supporting the child really understands their needs; interpreters can be provided.

3. How do we work in partnership with parents of children with SEND?

We try and work closely with all our parents to ensure that all pupils are happy and make progress. We will provide annual reports on your child's progress
Your child's class/form teacher will meet you minimum 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns and provide parents/carers with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve.
- Everyone understands the agreed outcomes sought for the child, through communicating regularly and informally through home schoolbooks and/ or phone calls and letters and quick informal chats at the beginning and/or end of the school days as and when needed.

- Everyone is clear on what the next steps are: through including the progress a pupil with SEND has made towards their desired outcomes in parent/teacher consultations and in their annual report. The annual review for any pupil with an EHCP will take into consideration the views and opinions of all agencies involved with the child.
- Have an 'Open door' policy so that parents/carers can contact the class teachers and/or Assistant Head teacher/SENDCo when they are concerned and would like a longer discussion.

4. How do we enable children with SEND to make decisions about their education?

We encourage all children including those with SEND, to make decisions about their education. The level of involvement will depend on your child's age, and level of competence. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.
We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.

- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

We will also:

- ask questions in lessons and books
- monitor books
- target setting
- hold pupil voice meetings

5. How do we help children transition between settings?

Between schools

When your child is moving on from our school, we:

- Pass on SEND records to the new school including EHCP.
- Liaise with the SENDCo of the new school to clarify any information necessary.
- If required, include ways to support a child to have a smoother transition through their EHCP e.g. organise extra visits to the school or work with the child to prepare them for the transition.

Between phases

The SENDCo of the secondary school will come into our school for a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Y6 Children with speech and language targets, are specifically targeted and follow a bespoke programme designed by the speech and language therapist and the SENDCo. It is delivered by the designated therapist and followed up by the trained HLTA.

We also invite a representative (high school's SEND Co-ordinator and/or Y7 leader or SENDCo) to the last Annual Review of a pupil with an EHCP, so a transition plan can be set up as part of the meeting.

6. How do we help children transition between classes?

Between years:

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed. Information will be passed on to the new class teacher in advance and in most cases, transition meetings ((INSET Day and Pastoral Handover meeting) are planned with teacher handing over academic and pastoral information to the new teacher.
- Pupils visit their new class and meet their new class teacher.
- Any other resources that a pupil might find helpful e.g., transition book, home school contact book.

7. How are adaptations made to the school to help pupils with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted (variation) for individual pupils. At DWP we will ensure that ensure that all pupils in our school are equally valued by having access to a broad and balanced curriculum.

We will adapt (variation) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis
- Teaching assistants will support pupils in small groups

We may also provide the following interventions:

Area of need	**Condition**	**How we support these pupils**
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories *Now and next/ choices board*
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope
	Moderate learning difficulties	*Word walls*
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation *Quiet zone to calm down*
	Adverse childhood experiences and/or mental health issues	Counselling
Sensory and/or physical	Hearing impairment	
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	
	Physical impairment	

Also see **Appendix II for list of interventions provided**

- **Emotionally Based School Avoidance (EBSA)** is a term used to describe children and young people (CYP) who experience challenges in attending school due to negative feelings (such as anxiety). EBSA is commonly associated with emotional and physical distress, and a reluctance to attend school, which can lead to reduced attendance and further anxiety regarding school. Therefore, consideration to amended timetables for example; starting school at 9am are taken into consideration.

8. How do you make sure clubs, activities and residential trips are inclusive?

We are totally committed to providing an inclusive education for all our children at Dormers Wells Primary School across all aspects of school life.

Clubs are available to all children and reasonable adjustments are made to support participation.
Risk assessments are carried out, parents are consulted and parents are offered a place to accompany their child if needed. 1:1 support or small group support for pupils. When invites go out for trips the quieter, more vulnerable student will be approached personally and persuaded to give it a go. Experienced, trained TAs accompany most trips out.

9. Assessing and reviewing pupils' progress towards their outcomes

If a pupil is identified as having SEND, we will provide support that is '**additional to'** and '**different from**' the variated approaches and learning arrangements, to ensure learning barriers are overcome. When providing support that has '**additional to' or 'different from'** we will follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review.**

- **Assess** – this involves taking into consideration all the information from discussions with parents/carers, the pupil the class teacher and assessments
- **Plan** – this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a 'Pupil Target Sheet' and will form the basis for regular review meetings with staff, as well as part of parent/teacher consultations.
- **Do** – your child may be part of an intervention group to support his/her needs and bespoke teaching strategies may be employed to cater for your child's needs.
- **Review** – following interventions a meeting will be arranged to assess the impact of support provided and to consider whether changes to that support need to be made. All of those involved, including the child, their parents/carers, teachers and SENDCo should contribute to the review. This stage informs the next cycle. Meetings with teachers, support staff to discuss progress are held regularly with the Senior Leadership Team (SLT).

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.
All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

While the majority of SEND children's needs will be met this way, some children may require an EHC needs assessment to determine whether it is necessary for the Local Authority to make provision

accordance with an Educational, Health and Care Plan (EHCP). The school or parents may consider requesting an EHCP. The process for requesting an EHCP assessment in Ealing can be found on the Council's Local Offer website at: www.ealinglocaloffer.org.uk

Children with an Educational, Health and Care Plans (EHCPs).

In addition to termly review meetings we also hold an Annual Review meeting. We work with the parents/carers and children to invite all the people needed to review the progress made against the outcomes in the EHCP. We aim to include the children's views in this meeting in as appropriate a way as possible. Staff members contribute to Annual Reviews by giving their opinions and raising any concerns that they may have, as well as presenting an up to date one-page profile that is presented to the meeting at the beginning of any discussion. This will include any information that the child wishes to share with the adults' involved and important information about their happiness and aims in life. Children can attend the whole of the Annual Review meeting if they wish – or just state their views. All professionals, who have worked with the child, are invited to attend the Annual Review. If they cannot attend a report is written where the progress of the child is, then discussed.

10. What skills and training do DWP staff have?

Through a rigorous planned programme of continual Professional Development, staff regularly receive training on how to have a more inclusive classroom and curriculum.

The school has an experienced SENDco who has up to date training, a family worker with behaviour training and qualified ELSA training, Staff who are phonics trained and qualified to train other staff TA trained in Phonics and Catch up Literacy as well as one HLTA ELSA trained.

11. Specialist Base Classroom in Key Stage One

We have a specialist base classroom for pupils in Year 1 and Year 2 who have Education, Health and Care (EHC) plans and require a more tailored learning environment. This provision is designed for pupils who are not currently accessing their year group curriculum and need intensive support to meet their sensory and speech, language and communication needs.

The specialist class operates with a high adult-to-pupil ratio in a quieter, calmer environment that reduces sensory overload and supports pupils' individual needs. Our approach is flexible and child-centred: some pupils access their mainstream class during morning sessions, depending on their individual needs and progress, while others remain in the specialist setting for the full day.

This provision enables us to deliver personalised learning programmes that focus on developing communication skills, sensory regulation, and building the foundations needed for pupils to access learning. Each pupil has an Individual Support Plan that is regularly reviewed with parents and relevant professionals to ensure their needs are being met effectively. Our aim is to support pupils to develop the skills and confidence they need to access learning, with the long-term goal of successful reintegration into mainstream classes where appropriate.

12. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

If at any time you are worried about your child, then it is important to contact the school and discuss this so that any issues can be sorted out. We take your concerns very seriously and will do everything we can to resolve them.

- The first person to contact would be your **child's class teacher**.

- If you still feel concerned, then please contact the SENDCo/Phase Leader year to discuss your concerns. We would expect any problems to be resolved after this.

- However, if you still feel that your concerns have not been addressed please contact the Head teacher. An appointment, face to face, phone call or virtual, can be made via the school office, or a message can be left asking her to call you with some brief details as to what it is regarding if possible. If it is easier, an email or letter can also be sent addressed to the Head teacher at: dwijadmin@dwij.co.uk

If you are still unhappy despite all these discussions, then you can complain to the the Chair of Governors: Mrs Mamta Malhotra at the school address.

If you require further information, please click onto 'Ealing Council's Local SEND Offer' website

https://www.ealing.gov.uk/info/201020/children_and_families/2110/special_educational_needs_and_disability

or contact Mrs. J Sargeant (Assistant Head –Inclusion & SENDCo) on 0208 5746999 or 0208 571 1230.

APPENDIX I

Interventions available (English/Mathematics) in DWP

The three 'waves' of support for children, as described below.

- Wave 1-Quality First Teaching (inc. adaptation)
- Wave 2-Small groups intervention
- Wave 3-1:1 Specific targeted intervention for individual children

Key: All interventions can be delivered by TAs, except * which also needs teacher input

LA recommended interventions

Mathematics Intervention	Focus	Selection criteria	Age group & groupings (Small group of 4-6)
Numbots An on-line resource that helps children recall and understand number bonds and addition and subtraction facts.	Number	**Wave 2 & Wave 3**	FS-Y2
Every Child Counts - Becoming 1st class@number Small group intervention focused on number and calculation, developing numeracy and communication skills and mathematical thinking.	Number and calculations	**Wave 2** SEND support/Target group Children working below age related expectations. Helping children to get back on track and catch up with their peers.	Y1
Every Child Counts -1st class@ number1 As above	Number and calculations	**Wave 2** SEND support/Target group	Y2 (Y1)
Every Child Counts -1st class@ Number2 As above	Number and calculations	**Wave 2** SEND support/Target group	Y3 (Y4)
Success@arithmetic Calculation base intervention for learners with difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills.	Number and calculations	**Wave 2** SEND support/Target group	Y5/6
PiXL Key Marginals and Therapies	tbc	**Wave 2** SEND support/Target group	Y2 – Y6
Timestables Rockstars Intervention to boost timetable recall speed	Number	**Wave 1 & 2**	Y1-Y6
Talk it/Solve it Intervention to develop thinking and talking about numbers and shapes and honing children's logical and reasoning skills	Number	**Wave 1 & 2**	Y1 -Y6
Talk 4 Number builds mathematical language & develops a wide range of mathematical talk to help pupils to understand and talk confidently	Number	**Wave 2/3**- EMA pupils/targeted intervention/Stage K	Y3 and Y4

about numbers & calculations in a wide range of contexts as well as develop their explaining, instructing, presenting skills. It is for pupils who need support and encouragement to use/ understand mathematical language or to talk fluently about their mathematics. 24 sessions x 30 minutes (i.e. 2 x a week for 12 weeks).		4 pupils working at emerging, (not for new arrivals)	
Number stack SEND – to develop early number sense.	Number	Wave 3 SEND Support / Wave 2 Target Group	Yr 1-2
Funkey Maths Programmes of maths activities to create solid foundations. Identify and fill gaps in children's mathematics knowledge. Reluctant learners re-engage with play-based learning.	tbc	tbc	All Year Groups

English interventions	Focus	Selection criteria	Age group & groupings (Small group of 4-6)
READING			
1:1 Catch-Up reading A book-based reading intervention looks at word recognition, phonic knowledge, spelling and comprehension.	Phonics/ Spelling/ reading	**Wave 3** SEND support/Target group	Y1-Y6
Boosting Reading @ Primary (BRP) Small group intervention that provides one-to-one additional support for reading for the reader who is under achieving. It focusses on developing more effective independent reading strategies and text comprehension.	Reading	**Wave 3** SEND support/Target group	Y1-Y6
Leicestershire Reading Inference Programme Small group intervention for pupils who decode adequately but fail to get full meaning and a deeper understanding from their reading. It helps to improve reading comprehension & enjoyment.	Reading	**Wave 2** SEND support/Target group	Y2-Y6
Little Wandle Catch up/Keep up sessions Intervention aimed at building children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills.	Phonics	**Wave 2 & 3** SEND support/Target group	Y1 Y2-3-Phases1-6 Y4-Phases 4-6 Y5-6-Phases 5-6
Reading for Meaning- reading comprehension & speaking & listening skills Books 1/1a-4/4a	Reading	SEN SUPPORT or target group, for pupils Below 2S	Y1-6
Up Level Reading Comprehension Nathaniel Tomlinson: Author / Writing Coach / Motivational Speaker www.nathanieltomlinson.co.uk/ 10 wk programme focuses on developing pupil understanding of the word comprehension, how to recognise whether they do or do not comprehend a text and how to independently develop their comprehension of the text.	Reading	Target Group **Wave 2**	Suitable for all Y4-6 pupils but focuses more on **emerging and working towards students.** Y6 Select 5E/D Autumn Term (e.g. Pupils not on track to get EXS in Y6 SATs)
WRITING			
1st class@Writing The children develop key skills of spelling, handwriting, grammar and punctuation in order to complete daily writing tasks relating to the adventure stories. They develop their composition and editing skills through a balance of supported 'one-liners' as well as sustained, independent writing.	Writing	**Wave 2** SEND support/Target group	Y3-4
Colourful Semantics Develops children's grammar by linking the structure of a sentence (syntax) and its meaning (semantics)	Writing	**Wave 1 & 2** SEND support/Target group	Y1 -Y6

Clicker 8 Writing Supports children with writing frames, word banks, visual prompts, they are able to record what they want to say as well as playback what they have written .	Writing	**Wave 2 and 3**	EYFS-Y6
Up Level Writing Nathaniel Tomlinson The sessions teach the students about different writing techniques authors use in all forms of texts, how to decipher them and ultimately how to use them in their own writing.	Writing	Target Group Wave 2	Y4-6 pupils, focused more on students who are at the secure or mastery stage, as well as those who have completed Up Level Comprehension (e.g., Pupils not on track to get EXS/GDS in Y6 SATs)
1st class @ Writing- Dragon Hunters For pupils who need support to access Year 4 NC expectations- who have fallen behind at writing and have difficulties with transcription and composition.	Writing	Target Group **Wave 2**	Y4
READING & WRITING			
PiXL Key Marginals and Therapies	Reading Writing	**Wave 2** SEND support/Target group	Y2-Y6

APPENDIX II

Interventions available (Non-educational - Speech & Language Motor Skills and Behaviour/Anger Management/Emotional Literacy/Social Skills)

Motor skills Interventions	**Focus**	**Selection criteria**	**Age group & groupings (Small group of 4-6)**
Write from the Start A fine motor and perceptual skills programme.	Fine motor skills/ handwriting	**Wave 2** SEND support/Target group MLD (Jnrs) pupils, pupils with dyspraxia	Y3-Y6
Individual OT programme Set by visiting occupation therapist	Gross and fine motor skills	**Wave 3** SEND support/Target group	EYFS – Y6
Individual physiotherapy programme Set by the physiotherapist	Develop muscle strength	**Wave 3 (EHCP)-** Has a physiotherapy programme, Set by the physiotherapist. Medical conditions such as cerebral palsy.	EYFS – Y6
Speech and Language Interventions	**Focus**	**Selection criteria**	**Age group & groupings (Small group of 4-6)**
Individual SLT programme Set by visiting Speech and Language Therapist	Receptive/ expressive language	**Wave 1, 2 & Wave 3** SEND support/Target group	EYFS – Y6
SLT Bucket Time Intervention to develop natural and spontaneous communication through visual activities.	Receptive/ expressive language	**Wave 2 and Wave 3** SEND support/Target group known to Speech and Language Therapist (pupils with ASD)	EYFS
SLT Narrative Children develop the ability to tell a story or series of events with precision and clarity.	Expressive language/ sequencing events	**Wave 2** SEND support/Targeted group known to SLT	Y1-Y6
SLT Lego Therapy A social development programme for children and young people with Autism Spectrum Disorder (ASD) and other social communication difficulties.	Receptive/ expressive/ social communication	**Wave 2** SEND support/Target group known to SLT	Y2-Y6
SLT Social Thinking Developing children's social, communication and interaction skills	Social and communication	**Wave 2** SEND support/Target group known to Clinical Psychologist (pupils with ASD)	Y1-Y6

SLT Social Stories Intervention to help children with Autism Spectrum Disorder (ASD) develop greater social understanding and stay safe.	Social and communication	**Wave 2 and Wave 3** SEND support/Target group known to Speech and Language Therapist (pupils with ASD)	Y1–Y6
SLT Emotional Literacy Intervention to support children who struggle to identify emotions and empathy	Social and communication	**Wave 2** SEND support/Target group known to SLT	Y1 -Y6
SLT Phonological Awareness Intervention to help children develop word sound structures to support efficient decoding of the printed word and to make connections between sounds and letter when spelling words.	Social and communication	**Wave 2** SEND support/Target group known to SLT	Y1-Y2
Behaviour/Anger Management/emotional wellbeing	**Focus**	**Selection criteria**	**Age group & groupings (Small group of 4-6)**
Mindfulness/MindUp A well-being program that provides effective support for children in minimising mental health risk.	Emotional/	**Wave 1 and 2** SEND support/Target group	EYFS - Y6
The ELSA **(Emotional Literacy** Support **Assistant)** It recognises that children learn better and are happier in school if their emotional needs are also addressed. It is delivered by our family support officer and with potential to train another teaching assistant.	Emotional /mental well being	**Wave 2 & 3**	EYFS - Y6
Individual Creative Therapy delivered by the Catholic Childrens' Society Art based activities in a therapeutic environment to support children with their mental health and well-being to be more expressive and communicative. Set and delivered by a visiting therapist.	Emotional/ Anger/mental well-being	**Wave 3** SEND support/Target group	EYFS –Y6
Therapeutic Thinking Predict, Prevent and Progress Plan Early prognosis leading to individual personalised action plans. This approach should maximise resources, finding quick simple solutions where the need to differentiate is easily evidenced, and providing in-depth analysis where the needs are more complex. Using assess plan do review and all available multiple agency input we should be able to evidence that all available adaptations have been considered before resorting to requests for suspension, exclusion or change of placement.	Emotional/ Anger/mental well-being	**Wave 3** SEND support/Target group	EYFS –Y6
Youth Mental Health First Aider (MHFA) has: • An in depth understanding of young people's mental health and factors that affect wellbeing • Practical skills to spot the triggers and signs of mental health issues • Confidence to reassure and support a young person in distress • Enhanced interpersonal skills such as non-judgemental listening • Knowledge to help a young person recover their health by guiding	Emotional/ mental well-being/ anger	**Wave 2/3** SEND support/Target group	Y4-Y6 (8-18 year olds)

them to further support – whether that's through self-help sites, their place of learning, the NHS, or a mix – engaging with parents, carers and external agencies where appropriate • Ability to support a young person with a long-term mental health issue or disability to thrive.			
Schools Counselling Partnership Set and delivered by a visiting therapist.	Emotional/ mental wellbeing/anger	**Wave 3** SEND support/Target group	EYFS –Y6
MHST - Mental Health Support Teams (MHSTs) are the government's response to the green paper 'Transforming Children and Young People's Mental Health Provision' Each small cluster of primary schools in Ealing will be allocated a named practitioner who will work across the cluster to provide evidence-based interventions for the parents of children presenting with early signs of mild-moderate mental health problems such as anxiety and challenging behaviour.	Emotional/ mental well being	**Wave 2/3** SEND support/Target group experiencing or showing signs of anxiety.	EYFS –Y6
Caretaker's Cottage (DWLT) Individual Play Therapy A child-centred therapy for children who have mental health and/or other difficulties. Children are able to explore their inner emotional world in the play room.	Emotional/ anger	**Wave 3** SEND support/Target group	EYFS –Y6