Special Educational Needs and Disability Policy

Dormers Wells Primary School

Believe Aspire Flourish

Diversity, Opportunity, Resilience, Memorable, Excellence, Respect, Self-Belief

Policy last reviewed, last ratified and adopted by the Full Governing Body	October 2026
Policy / Document due for review	October 2027

This policy will be reviewed every year.
It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

Aims and Objectives

Dormers Wells Primary School is committed to providing an appropriate and high quality education to all the pupils attending our schools. We believe that all pupils, including those identified as having special educational needs and disabilities (SEND) have an entitlement to a broad and balanced academic and social curriculum, which is assessable to them, and to be fully included in all aspects of school life.

Every pupil is unique and brings their own strengths, experiences and qualities. We believe that all pupils should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can believe, aspire, flourish, and feel safe.

We believe that staff have a responsibility for maximising the achievement, opportunities and inclusion for all pupils with SEND. Recognising that every teacher is responsible and accountable for all pupils in their class and that every pupil is entitled to Inclusive Quality First-Teaching (IQFT), including those with SEND.

Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to flourish and supporting them to meet their full potential.

DWP is a fully inclusive school where we aim to meet the needs of all pupils through a rich and varied academic and social curriculum. We are focused on creating an inclusive environment, enabling all pupils to reach their full potential, where provision is tailored to the needs and abilities of pupils, irrespective of their gender, age, ethnicity, religion, ability and social background, in line with the Equalities Act 2010.

Legislation and guidance

This policy and the SEND information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, Keeping Children Safe in Education and working together to improve school attendance.
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.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

  This policy also complies with our funding agreement and articles of association.

Inclusion and Equal Opportunities

- At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.
- We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.
- All children regardless of their special needs will be given the opportunity to achieve their full potential – 'Believe, Aspire, Flourish' **(Refer to Equal Opportunities Policy).**
- We will provide a curriculum, which is accessible to the individual needs of our pupils. Enabling maximum inclusion for all pupils, paying particular attention to the needs of the most vulnerable learners, including those identified with SEND. For example: Clubs and Visits 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 (on visits) if needed. 1:1 support or small group support is also available for pupils.
- We will ensure that the needs of all pupils are identified and assessed, and we will provide appropriate support strategies. If additional specialist advice and support is necessary, we will contact the appropriate external agencies (**Also see Appendix 1**)
- We will provide each pupil with opportunities to experience success and achievement, where they can aspire and flourish, and develop a positive self-image.
- We will work in partnership with parents/carers valuing their views and contributions and keeping them fully involved in their child's education.
- We will make every effort to involve the child in decision making about their special educational provision.

Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Objectives

- Ensure consistency and continuity by following the stages of the Code of Practice and other Government initiatives.
- Ensure that pupils are identified, assessed, planned, provided for and regularly reviewed to provide early identification of SEND and interventions to support and develop those needs.
- Provide support and advice for all staff working with SEND.
- Set SMART (Small, Measurable Achievable, Realistic and Time bonded) targets by which to measure progress.

- Liaise closely with parents/carers and form supportive partnerships, encouraging parents/carers to become partners in their child's learning process.
- Work closely and co-operatively with the local authority and other external agencies to seek further advice, so that there is a multi-professional approach.
- Collect evidence to support requests for formal assessment.
- Allocate funding appropriately to provide appropriate support.

Parental Involvement

We believe that the child achieves the greatest success when they are working with the support and involvement of both home and school. If any parent is concerned about their child's progress, they should discuss the matter with the class teacher. Similarly, if the teacher has / any concerns, they will contact the parent and arrange a meeting. If the problem continues there will be further meetings involving the Special Educational Needs and Disability Co-ordinator (SENDCo) and possibly external agencies. The parents will be informed if it's felt necessary to move a child onto SEN Support (K). Parents will be made aware of support services available, including independent agencies, e.g. Parent Partnership Service.

After applying for admission, we advise parents to discuss their possible child's special educational needs with us as soon as possible, after applying for admission. If a child is admitted with a particular medical problem or disability, advice, support and training will be sought from the relevant authority/agency. All teachers will be informed of any special/medical/disability needs.

Provision

We endeavour to educate all pupils, as much as possible, within the classroom with their peers. This is achieved through differentiation of work. We also recognise that there are times when it is desirable for a group of pupils, with similar needs, to work together with specialist help.

Pupils with Education Health and Care Plans (EHCP) have differing individual provision. In addition to giving specific help with individual work, the Teaching Assistant (TA) will also assist these pupils to participate in group activities with their peers.

We make provision for pupils with all disabilities. Pupils with disabilities may be admitted by arrangement with the Head teacher, who will ensure that their particular needs can be addressed. They will have full access to the curriculum, along with other pupils. DWP's equal opportunities policy ensures that all pupils are treated with the same level of respect and discipline, regardless of any other considerations. Mobility within the building is not a problem as we have a lift and other adaptations. A suitably adapted toilet is available on the 1st and ground floor for disabled pupils. As a school we provide guidance and support for staff to ensure they are able to meet the needs of all members of the school community, in a positive and non-discriminatory manner. **(Also refer to School Accessibility Plan**).

Transition

Transitional meetings are arranged for pupils with EHCPs moving from Nursery to Reception, Key Stage 1 to Key Stage 2 and Key Stage 2 to Key Stage 3. Any pupil who transfers to another school, their Special Educational Needs records will be passed on.

Roles and Responsibilities

The SENDCO

In line with the recommendations in the SEND Code of Practice (2014), the SENDCo will oversee the day-to-day operation of this policy. The SENDCo will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Have day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

- Identify pupils with special educational needs and disabilities, along with the class teacher and other professionals.
- Provide support and guidance to all staff including practical strategies and activities, the use of appropriate reference materials and resources.
- Work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and quality first inclusive teaching.
- Liaise with external agencies and specialist staff in other schools to support vulnerable learners.

Work with the headteacher and governing body to determine the strategic development of the SEND policy and provision in the school.

- Co-ordinate provision for pupils with Special Educational Needs and Disabilities.
- Maintain the SEND register and oversee the records on all pupils with Special Educational Needs and Disabilities, giving due consideration to confidentiality.
- Contribute to the In-Service training of staff.
- Be aware of available courses and attend these or advise others on attendance.
- Co-ordinate and attend Annual Reviews.
- Be available to support the setting of targets at SEND support and EHCP pupils.
- Maintain and analysis of provision maps for SEND pupils, including speech and language, occupational therapy etc.
- Complete referrals to the local authority to request High Needs funding and/or an ECHP when it is suspected, on strong evidence arising from previous interventions, that a pupil may have a special educational need, which will require significant support.
- Identify children to be included in the Annual Audit.
- Keep abreast of LEA/procedures, relating to SEND.
- Organise termly SEN PLAN meetings with Educational Psychologist.
- Liaise with potential next providers of education, to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

The SEND link governor/Governing Body will:

- Work in collaboration with the Head teacher and SENDCo at a strategic level to ensure the effective operation of the school's SEND policy and provision
- Elect a representative from the Governing Body to monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Review the SEND policy annually, particularly in the following areas: systems for identifying and assessing pupils with SEND; the provision made to meet pupils' educational needs; record keeping for SEND and the allocation of resources for pupils with SEND.
- Work in consultation with teaching staff and the SENDCo on SEND issues.
- Report annually on their policy for Special Educational Needs and Disabilities.
- Meet regularly with the SENDCo, who will keep him/her informed of current issues.
- Help to raise awareness of SEND issues at governing board meetings

The governing board/board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governor is [insert name and contact details].

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions on educational policy. The Head teacher will:

- Work with the SENCO and SEND link governor/governing body to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Allocate funding and employ appropriate staff.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Class Teacher

Under The SEND Code of Practice (2014), the class teacher is responsible for the progress of all pupils in their class. The class teacher will:

- Plan and provide high-quality teaching that is differentiated (variation) to meet pupil needs through graduated approach
- Monitor and assess progress and development of every pupil in their class, maintaining appropriate records, including Record of Concerns and Provision Maps.
- Working closely with any teaching associates or specialist staff, including plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision. Notify SENDCo of any concerns and identify any pupils who need 'additional to' or 'different from' provision.
- Maintain and analysis of provision maps for SEND pupils in reading, writing and mathematics, along with the Phase Leader, English and Mathematics Leaders and SENDCo.
- Liaise and communicate regularly with parents to:
  o Set clear outcomes and review progress towards them
  o Discuss the activities and support that will help achieve the set outcomes
  o Identify the responsibilities of the parent, the pupil and the school
  o Listen to the parents' concerns and agree their aspirations for the pupil
- Be aware of procedures for identifying, assessing and making provision for all pupils, including SEND and are actively involved in this process.
- Identify, assess and provide for each pupil's needs and skills, adapting the curriculum to meet the needs of the pupils.
- Read all relevant information, attend meetings and training to support knowledge around supporting SEND pupils and the diversity of SEND.
- Provide reports for external agencies.
- Ensure that delivery of the curriculum allows each child to experience success.
- Be familiar with school resources that support pupils with Special Educational Needs.
- Ensure effective deployment of resources to maximise outcomes for all groups of learners.
- Attend meetings and training to support knowledge around the diversity of SEND
- Ensure they follow this SEND policy and the SEN information report

Parents or carers should inform the school of any special educational need their child has prior to admission; inform the school if they have any concerns about their child's progress or development. Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

Teaching Associates (TAs)

TAs work with individual or groups of pupils during lessons and break or lunch times to support pupils' learning and promote their wellbeing. The TAs will:

- Read professional reports – Educational Psychologist, Speech and Language, Occupational Therapist etc.
- Liaise with the class teacher and SENDCo.
- Help to differentiate (variation) work.
- Meet with external agencies, where possible, and follow advice and training for specific work involving pupils with EHCP.
- Keep records of work on children on SEND Support and EHCP.
- Support the child with their Special Educational Need, using any appropriate strategies, including pupils who may be withdrawn for short periods during class times to work individually or within a small group.
- Attend training and read relevant articles/documentation, as appropriate.

The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

SEND information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

Our approach to SEND support

Assessment

Targets will be assessed and reviewed regularly. Progress is assessed annually using standardised tests and sampling techniques. General performance is monitored by class teachers; class teachers attend a termly pupil progress meeting where ongoing assessment of progress is reviewed.

All teachers and support staff who work with the SEND 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.

The graduated approach to SEN support (also see Appendix II)

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, [Arbor], and will be made accessible to staff in a school-based support plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Deputy headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Complaints about SEND Provision

In the first instance, where parents have concerns about our school's SEND provision, they are encouraged to first informally talk to class teachers. We will try to resolve the complaint informally in the first instance. If a problem or difficulty is not resolved, then parents are then encouraged to follow the school complaints procedure. The school's complaint policy can be found on the website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

Monitoring and Evaluation-Evaluating the effectiveness of SEN provision and policy

We evaluate the effectiveness of provision for pupils with SEN by:

- Regular observations, assessments and recording of progress using generic processes, including using provision maps
  For tracking, the progress of all pupils, including behavioural, emotional and social development
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires/voice
- Regular meetings with the classroom teacher, including termly pupil progress meetings
  And the evaluation of the effectiveness of interventions on the provision map.
- Annual Reviews of pupils with EHCPs.
- Getting feedback from the pupil and their parents
- Evaluation of planning/differentiation.
- Standardised tests for Year 1 in Phonics, and Year 6 in English and Mathematics.
- Monitoring of TA record keeping.
- Monitoring of attendance of children with SEND needs.
- Meetings with the Governor responsible for SEND and SENDCo.
- Monitoring by the SENDCO: Annual evaluation of support and its impact on learning

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

Ealing Council has overall monitoring and responsibility of pupils with EHCPs.

Links with other policies and documents

This policy links to the following documents:

- SEND information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding/child protection policy
- Complaints policy

Appendix I-Links with external professional agencies

The school works with a range of external support services, agencies and professionals who help us achieve inclusive practice and meet pupil's specific special educational needs and disabilities-such as:

The Educational Psychology Service

School Counselling Partnership (SCP)

Catholic Children's Service (CCS)

The Primary Behaviour Service

The Occupational Therapy Service; physiotherapists

The Speech and Language Therapy Service

Educational Welfare Service

Special Educational Needs Service (SENS)

Child and adolescent mental health services (CAMHS) e.g. Windmill Lodge; Children and Families Consultation Service; Neurodevelopment Team (NDT); Child Development Team (CDT)

Parent Partnership Service - I SAID

Specialist teachers or support services e.g. Springhallow Outreach Service, Castlebar Outreach Service

General practitioners or paediatricians

School nurses, School Health Advisors

Specialist health professionals

The Sensory Impairment Service

Social Services including The SAFE team

Education welfare officers

Contact Ealing

APPENDIX II

Graduated Response to The SEND Code of Practice (2014)

The Code of Practice describes a 'graduated approach' to identifying and removing barriers to learning as part of an 'assess, plan, do and review' cycle.

1. **Cognition and Learning**
2. **Communication and Interaction**
3. **Social, Emotional and Mental Health Difficulties**
4. **Sensory and/or Physical Needs**

Behaviour is no longer considered to be an acceptable special educational need per se as it is generally a response to an underlying cause.

Outlined below are the responses that will be available to your child if they need support with:

1. **Cognition and Learning.** Your child may need support with:

- Reading and spelling
- Learning new vocabulary and concepts
- Memory
- Number and calculations
- General learning

Your child may have conditions such as:

- Moderate learning difficulties
- Specific Learning Difficulties (SpLD): Dyslexia, Dyspraxia, Dyscalculia

Wave 1 – Universal support through Inclusive Quality-First Teaching (IQFT)

All pupils at DWP are entitled to and receive Inclusive Quality-First Teaching (IQFT) through a broad and balanced academic and social curriculum, which is appropriately differentiated to meet individual learner needs. This is recognised as good practice and is not a special intervention for SEND pupils. This is achieved through:

- Highly skilled, creative teachers and well-trained support staff who are dedicated to your child's academic, personal and social potential.
- Appropriate differentiated learning challenges matching the National Curriculum guidelines.

  Differentiated learning challenges through:

  - Extending or reducing challenges
  - Varying the amount of adult or peer support given to complete the challenge
  - Multi-sensory approach to learning challenges – considering how a learning challenge is delivered, completed and achieved, taking into account a pupil's learning style. e.g. visually (looking), practically (doing), orally (speaking), aurally (listening).
  - Different resources to complete learning challenges
  - Different outcome of the challenge
- Visual aids to support attention and listening skills, classroom organisation and language and concept development.
- Reward charts.

- Modelled language through repetition, emphasis, and expansion.
- Additional thinking time to process information.
- Suitable resources to support learning - writing slope boards, pencils, pencil grips, coloured overlays for reading etc.
- Differentiated questioning
- Appropriate seating plan
- Classroom environment that is inclusive
- Talk partners and Peer support
- Early identification of needs through a graduated approach to teaching and learning.
- Technology to support class work
- Effective Accessibility, Anti-bullying, Behaviour Policy, Equalities, SEND and Inclusion and Teaching and Learning Policies

Wave 2 - Additional Targeted Support

Small group work with adult support where pupils may be expected to 'catch-up' with their peers. Your child may benefit from:

- Visual support for learning new words
- Support for sequencing skills
- Recordable devices to support memory for writing
- Phonic interventions (in addition to IQFT) – 'Little Wandle' for Early Years, Key Stage 1 and 2
- Daily reading
- Reading interventions – Leicestershire Reading Inference,
- Mathematics interventions – No problem, Talk it/Solve it, Numbots, Timestables Rock Stars
- Writing intervention – Colourful Semantics
- PiXL Key Marginal interventions for spelling, grammar, reading, writing and mathematics
- Technologies to support work

Wave 3 – SEND Specialist Targeted Support

Specialist Targeted Support is for individual pupils who have been recommended by external agencies and professionals personalised individual programmes of learning. You child may access:

- Small group or 1-1 interventions
- Numicon intervention Early Years, Foundation Stage and Key Stage 1
- PiXL Key Marginal interventions for spelling, grammar, reading, writing and mathematics
- Boosting Reading@Primary (BRP),
- Toe by Toe programme
- In class adult support
- Pastoral Support
- SATS Access arrangements

- Advice and training for staff from specialists
- Assistive technologies to support learners

2. <u>Communication and Interaction.</u> Your child may need support with:

- Attention and listening skills
- Understanding language
- Using language
- Speech sounds
- Interacting with others in groups
- Speaking fluently

Your child may have conditions such as:

- Speech and Language delay
- Autistic Spectrum Disorders (ASD)

Wave 1 – Universal support through Inclusive Quality-First Teaching (IQFT)

All pupils at DWP are entitled to and receive Inclusive Quality-First Teaching (IQFT) through a broad and balanced academic and social curriculum, which is appropriately differentiated to meet individual learner needs. This is recognised as good practice and is not a special intervention for SEND pupils. This is achieved through:

- Highly skilled, creative teachers and well-trained support staff who are dedicated to your child's academic, personal and social potential.
- Appropriate differentiated learning challenges matching the National Curriculum guidelines.
- Differentiated learning challenges through:
    - Extending or reducing challenges
    - Varying the amount of adult or peer support given to complete the challenge
    - Multi-sensory approach to learning challenges – considering how a learning challenge is delivered, completed and achieved, taking into account a pupil's learning style. e.g. visually (looking), practically (doing), orally (speaking), aurally (listening).
    - Different resources to complete learning challenges
    - Different outcome of the challenge
- Visual aids to support attention and listening skills, classroom organisation and language and concept development.
- Reward charts.
- Modelled language through repetition, emphasis and expansion.
- Additional thinking time to process information.
- Suitable resources to support learning - writing slope boards, pencils, pencil grips, coloured overlays for reading etc.
- Differentiated questioning
- Appropriate seating plan

- Classroom environment that is inclusive
- Talk partners and Peer support
- Early identification of needs through a graduated approach to teaching and learning.
- Technology to support class work
- Effective Accessibility, Anti-bullying, Behaviour Policy, Equalities, SEND and Inclusion and Teaching and Learning Policies

Wave 2 - Additional Targeted Support

Small group work with adult support where pupils may be expected to 'catch-up' with their peers. Your child may benefit from:

- Speech sound support
- Support for developing understanding and use of new vocabulary
- Pre-teaching vocabulary / key facts support
- Recordable devices for sequencing and memory
- Organisation and independence support
- Access to ELR online resources
- Visual prompts for facial expressions and emotions
- Access to quiet spaces
- Access to ear defenders
- Technologies to support work
- 'Toolkits' for self-help strategies
- Social Stories programme and resources
- Emotional Literacy programme and resources
- Small group support using SLT therapy packs
- Sensory tools (cushions, fidget tool, putty etc),
- In class adult support
- Recordable devices to support speech
- SLT interventions – Bucket List, Lego Therapy, Narrative, Social Thinking, Emotional Literacy.
- SLT support, training and advice
- Technologies to support work

Wave 3 – SEND Specialist Targeted Support

Specialist Targeted Support is for individual pupils who have been recommended by external agencies and professionals personalised individual programmes of learning. You child may access:

- Speech sounds support
- Sessions support assistant
- Small group or 1-1 support using SLT resources
- Support and advice from SLT
- Picture questions Pack

- Inferencing and Reasoning Packs
- Circle of Friends
- In class adult support
- Assistive Technologies to support work
- Social Stories programme and resources
- Emotional Literacy programme and resources
- Support from TA to support social communication and interaction skills
- Review, advice and support from specialists

3. **Social, Emotional & Mental Health Difficulties.** Your child may need support with:
   - Attendance
   - Attention and listening skills
   - Low self-esteem
   - Managing anger
   - Forming and maintaining relationships
   - Depression
   - Bereavement
   - Life outside school/Life skills

Your child may have a condition such as:
- Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder or Autistic Spectrum Disorders (ASD) (see our section for ASD within Communication and Interaction)
- Withdrawn/isolated pupils

Wave 1 – Universal support through Inclusive Quality-First Teaching (IQFT)

All pupils at DWP are entitled to and receive Inclusive Quality-First Teaching (IQFT) through a broad and balanced academic and social curriculum, which is appropriately differentiated to meet individual learner needs. This is recognised as good practice and is not a special intervention for SEND pupils. This is achieved through:

- Highly skilled, creative teachers and well-trained support staff who are dedicated to your child's academic, personal and social potential.
- Appropriate differentiated learning challenges matching the National Curriculum guidelines.
- Differentiated learning challenges through:
  - Extending or reducing challenges
  - Varying the amount of adult or peer support given to complete the challenge
  - Multi-sensory approach to learning challenges – considering how a learning challenge is delivered, completed and achieved, taking into account a pupil's learning style e.g. visually (looking), practically (doing), orally (speaking), aurally (listening).
  - Different resources to complete learning challenges
  - Different outcome of the challenge

- Visual aids to support attention and listening skills, classroom organisation and language and concept development.
- Reward charts.
- Modelled language through repetition, emphasis and expansion.
- Additional thinking time to process information.
- Suitable resources to support learning - writing slope boards, pencils, pencil grips, putty, coloured overlays for reading etc.
- Differentiated questioning
- Appropriate seating plan
- Classroom environment that is inclusive
- Talk partners and Peer support
- Class-based circle time activities,
- Access to clinical psychology groups – Mindfulness, etc.
- Technology to support class work
- Early identification of needs through a graduated approach to teaching and learning
- Effective Accessibility, Anti-bullying, Behaviour Policy, Equalities, SEND and Inclusion and Teaching and Learning Policies
- Therapeutic Thinking approach/classrooms management

Wave 2 - Additional Targeted Support

Small group work with adult support where pupils may be expected to 'catch-up' with their peers. Your child may benefit from:

- Behaviour support
- Playground support
- Access to interventions to develop strategies and skills
- Access to clinical psychology groups – Mindfulness etc.
- Support from our Family Support Worker.

Wave 3 – SEND Specialist Targeted Support

Specialist Targeted Support is for individual pupils who have been recommended by external agencies and professionals personalised individual programmes of learning. Your child may access:

- Counselling sessions with clinical psychologists, creative therapists etc
- Behaviour and Emotional support using targeted interventions
- Health Care Plan
- Therapeutic Plan (Predict, Prevent & Progress Plan)
- Playground support
- Social Stories programme and resources
- ELSA (Emotional Literacy Support) programme and resources, designed to support the emotional needs of pupils
- Technologies to support listening and attention and anger

- Support, advice and training from specialists like Primary Behaviour Service

4. **<u>Sensory and/or Physical Needs</u>** (including medical needs). Your child may need support with
   - Vision
   - Hearing
   - Gross-motor co-ordination
   - Fine-motor co-ordination
   - Medical needs

Your child may have conditions such as:

- diabetes
- epilepsy
- cerebral palsy
- dyspraxia
- Autistic Spectrum Disorders (ASD) (see our section for Communication and Interaction)

Wave 1 – Universal support through Inclusive Quality-First Teaching (IQFT)

All pupils at DWP are entitled to and receive Inclusive Quality-First Teaching (IQFT) through a broad and balanced academic and social curriculum, which is appropriately differentiated to meet individual learner needs. This is recognised as good practice and is not a special intervention for SEND pupils. This is achieved through:

- Highly skilled, creative teachers and well-trained support staff who are dedicated to your child's academic, personal and social potential.
- Appropriate differentiated learning challenges matching the National Curriculum guidelines.

  Differentiated learning challenges through:

  - Extending or reducing challenges
  - Varying the amount of adult or peer support given to complete the challenge
  - Multi-sensory approach to learning challenges – considering how a learning challenge is delivered, completed and achieved, taking into account a pupil's learning style. e.g. visually (looking), practically (doing), orally (speaking), aurally (listening).
  - Different resources to complete learning challenges
  - Different outcome of the challenge
- Visual aids to support attention and listening skills, classroom organisation and language and concept development.
- Reward charts.
- Modelled language through repetition, emphasis and expansion.
- Additional thinking time to process information.
- Suitable resources to support learning - writing slope boards, pencils, pencil grips, putty, line guides, adaptable seating, coloured inlays for reading etc.
- Differentiated questioning
- Appropriate seating plan
- Classroom environment that is inclusive
- Talk partners and peer support

- Early identification of needs through a graduated approach to teaching and learning.
- Technology to support class work
- Effective Accessibility, Anti-bullying, Behaviour Policy, Equalities, SEND and Inclusion and Teaching and Learning Policies

Wave 2 - Additional Targeted Support

Small group work with adult support where pupils may be expected to 'catch-up' with their peers. Your child may benefit from:

- Individualised resources to support vision and hearing within class
- Amplification of sound for pupils with hearing aids
- Access to specific technologies to enhance individual learner needs
- Health Care Plan
- Occupational Therapy - Handwriting support
- Fine and gross motor skills intervention
- Keyboard skills support
- In class adult support
- Small group support
- Advice from specialists such as doctors, paediatrician, school nurse, occupational therapist

Wave 3 – SEND Specialist Targeted Support

Specialist Targeted Support is for individual pupils who have been recommended by external agencies and professionals personalised individual programmes of learning. You child may access:

- Health Care plans
- Support in class
- Fine and gross motor skills intervention
- Specialist equipment for visual and hearing impairments
- Individualised keyboard skill training and resources
- SATs Access arrangements
- Small group intervention
- Regular support from and reviews with other specialists
- Advice, support and training for staff from specialists