



SEND Information Report

September 2018

Trinity CE Primary School **SEND Information Report**

Contents

- 1. General introduction**
- 2. People who support children with special needs and / or disabilities in school**
- 3. The Assessment Process**
- 4. How we consult with parents and carers of children with Special Educational Needs**
- 5. How we consult with our pupils with Special Educational Needs**
- 6. How we support our pupils at times of transition If a child is moving to another school**
- 7. How we adapt our curriculum and learning environment to include pupils with Special Educational Needs:**
- 8. Our Provision for pupils with SEND: Staff expertise and securing specialist help**
- 9. How children with SEND are enabled to engage in activities with children in the school who do not have SEND**
- 10. Support for improving emotional and social development. (Including extra pastoral support arrangements for listening to the views of children with SEN and measures to prevent bullying)**
- 11. Evaluating the effectiveness of the provision made for children with SEND**
- 12. The Assessment Process pages**
 - Communication and Interaction:**
 - Speech, Language and Communication Needs**
 - Autistic Spectrum Disorders**
 - Cognition and Learning:**
 - General/Moderate Learning Difficulties**
 - Specific Learning Difficulties eg Dyslexia, Dyscalculia**
 - Social, Mental and Emotional Health**
 - Sensory and/or Physical:**

**Hearing Impaired
Visually Impaired
Physical Difficulties**

13. Glossary of terms

Introduction

Trinity CE Primary School is a small rural school with pupils ranging from 4 to 11. There are currently five classes within our school. We are an inclusive school and may offer the following range of provision to support children with SEND.

People who support children with special needs and / or disabilities in school

Summary of responsibilities

Class Teacher: He / She is responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of children and identifying, planning and delivering any additional help a child may need (such as targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary.
- Writing Learning Targets and sharing and discussing these with parents regularly..
- Maintaining effective records through Pupil Centred Plans and summary progress cards.
- Ensuring that all members of staff/other adults working with your child in school are aware of children's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work / programme for children, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENCO (Special Educational Needs Coordinator): Mr John Rowe/Miss Zoe Anderson

They are responsible for:

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

- Ensuring that parents are:

- involved in supporting their child's learning
- kept informed about the support their child is getting
- involved in reviewing their child's progress
- involved in planning their child's next steps for learning
- Liaising with all the other agencies who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are clear records of your child's progress and needs.

- Providing specialist support for teachers and support staff in the school so they can help children (and other pupils with SEN and/or disabilities in the school) to achieve their potential.

- Supporting class teachers to write Learning Targets for your child to achieve.

Teaching Assistant (TA) / Learning Support Assistant (LSA):

A TA or LSA may be allocated to a pupil with special educational needs and/or disabilities.

As a TA or LSA they are responsible for carrying out the programmes for supporting your child in accordance to the planning and instruction of the class teacher. They are responsible for recording progress towards the targets identified on the pupil centred plan and recording progress on the cards.

Headteacher: Mr John Rowe

He is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. He / She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that a child's needs are met.

- In conjunction with the SENCO, Coordinating all the support for children with special educational needs (SEN) and or disabilities.

- Monitoring the support provided to children.

- Liaising with all the other people who may be coming into school to help support children's learning e.g. Speech and Language Therapy, Educational Psychology etc as necessary

- Monitoring training for staff so they are aware and confident about how to meet children's needs and others within our school.
- To provide specialist support for teachers and support staff in school so they can help pupils with SEND in the school to achieve their potential.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor: Mr Anthony Price

He is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure all children achieves their potential in school.
- Reporting to governors on the success of SEND provision within the school.

The assessment process

How we consult with parents and carers of children with Special Educational Needs:

The class teacher is regularly available to parents to discuss their child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

Parent Partnership Service (PPS) is available to meet with parents to discuss their child's progress or any concerns/worries they may have.

There is a PPS in every local authority. Further details can be obtained from the National Parent Partnership Network website.

All information from outside professionals will be discussed with parents with the person involved directly, or where this is not possible, in a report.

Pupil Centred Plans (PCPs) will be reviewed with your involvement three times a year (in September, January and April)

Homework will be adjusted as needed to match children's individual needs.

A home/school contact book (Links Book) is used to support communication with parents.

We ensure that teaching staff are available at the beginning and end of the school day to meet with parents informally.

How we consult with our pupils with Special Educational Needs:

The teacher discusses the targets on the Pupil Centred Plan with the children to make them aware of what they need to work on.

The children are encouraged to actively participate on working on their targets during class work in collaboration with teacher and TA. Progress towards the targets on the pupil centred plan are recorded on cards.

The children are invited to the special needs parents evening with their parents to discuss the next targets and step of learning for the child.

If the child has a statement/Education Health and Care Plan then he/she is asked to have an input into the form for the annual review meeting.

At transition stages the child in receipt of a statement of special educational needs/Education Health & Care Plan child is consulted about what he/she would expect in the next school.

How we support our pupils at times of transition If a child is moving to another school:

- We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for children..
- We will make sure that all records about children are passed on as soon as possible.

When moving classes in school:

- Information, including Learning Targets, will be passed on to the new class teacher in advance.
- For children with statements and more complex needs there will be a planning meeting and / or specific preparation or training for the new teacher and / or support staff.

In Year 6:

- The Class teacher and or SENCO will meet with the SENCO at the receiving secondary school to discuss the specific needs of children with the SENCO of their secondary school, and the specialist session for students with an ASD (Autistic Spectrum Disorder), as appropriate.

- Children who might find moving on most difficult will attend a small group in school, to support their understanding of the changes ahead.

This may include creating a 'Personal Passport' which includes information about themselves for their new school.

- Where it may be beneficial, children will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

How we adapt our curriculum and learning environment to include pupils with Special Educational Needs:

At Trinity, a range of resources will be deployed to meet children's varying learning needs. How these resources are deployed will depend on the child's specific needs. Where appropriate, the school will seek advice from external professionals to ensure the effective deployment of resources.

Resources and strategies include, although are not limited to:

- Pre-teaching of new concepts and vocabulary to enhance learning.
- Use of interactive whiteboards.
- Access to computers.
- Provision of individually tailored visual support packages for specific children including visual timetables and behavioural cue cards.
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, colourful semantics folders and table top writing packs containing finger spacers, phonics sound mats and high frequency word lists.
- Small group work support in classrooms from class teacher /TA.
- 1:1 support from allocated TA as appropriate.
- Small group / 1:1 support from specially trained TA/ LSA/ teacher of specific needs
- Small group / 1:1 support from voluntary helpers.
- Facilitating access to learning through appropriate differentiation of targets and tasks.
- Provision of specialist equipment or modified resources.
- Extensive use of visual support
- Implementation of specifically tailored support strategies and programmes as devised by Educational Psychologist, occupational therapist or physiotherapist.

Our Provision for pupils with SEND: Staff expertise and securing specialist help

Our staff have developed a range of expertise to provide support for children with SEN

The SENCo role is shared jointly between a specialist, learning support teacher and the Headteacher, an experienced SENCO.

Through this the school has swift access to:

	Description
Assessment and review	<p>1:1 work with pupil, meeting with staff and parent/carer, report produced for school to share and discuss with family.</p> <p>Small group, max 6 pupils, assessment for Y6 SATs arrangements. Table of scores indicating whether individuals qualify for additional time will be given to school.</p> <p>Small group, max 4 pupils, YR screening. Short individual reports will be written indicating ideas for possible intervention/IEP targets.</p>
1:1 tuition	1:1 work with pupil after discussion with school or based on findings of a previous assessment. A short summary report will be written at the end.
Specialist 1:1 teaching	1:1 work with pupil delivering a specific teaching programme tailored to the individual needs of the learner based on a specialist assessment. A short summary report will be written at the end.
Social, Emotional and Behavioural Difficulties	<p>1:1 observation of a child, discussion with teaching staff, report produced indicating management and intervention strategies.</p> <p>Meeting with Senior Management team / SENCo to discuss whole school management and policies.</p>
Autism Diagnostic Observation Schedule (ADOS)	<p>If a child is causing concerns of an Autistic nature this screening can be used as part of the information gathered to assist clinicians make a diagnosis.</p> <p>Videoed assessment, meeting with staff and parents, report produced for school to share and discuss with parent.</p>
EarlyBird programmes	<p>2 programmes available:</p> <p>EarlyBird is for parents of preschool aged children with a diagnosis of, or in the process of being diagnosed with, Autism Spectrum Disorder (ASD).</p> <p>EarlyBird Plus is for parents of children aged 5-8 with a diagnosis of, or in the process of being diagnosed with, ASD. A professional from the school is invited to attend alongside the parents. Both programmes include 8 group sessions plus home visits. Up to 8 families.</p>
Makaton Signing for Babies	<p>For parents, family members, carers or members of professional teams who would like to sign with babies and children in their care and have no previous experience of Makaton.</p> <p>(Taken from Makaton web site).</p>
Makaton Training (staff)	<p>2 programmes available:</p> <p>The Foundation Workshop provides a detailed introduction to the Makaton Vocabulary combining a practical approach with theory and technical information. Signs and symbols from Core Vocabulary Stages 1-4 and Additional are taught during practical sessions.</p> <p>The lecture sessions cover research into sign use, symbols design themes, the use and purpose of Makaton, and an overview of alternative systems of communication.</p>

	<p>The Enhancement Workshop concentrates on improving and developing participants' own signing skills and translation skills using signs and symbols. Further signs and symbols for Core Vocabulary Stages 5-8 are taught. Practical sessions are supported by lectures that look in-depth at the users' needs, how to adapt communication to suit and how to identify and create opportunities through Makaton for the user to develop his or her communication skills and be better integrated into the community. (Taken from the Makaton web site).</p>
<p>Makaton Training (parents)</p>	<p>2 programmes available:</p> <p>The Beginners' Workshop provides a practical introductory workshop for parents and carers who need to use Makaton in everyday situations. Signing instruction is given for Core Vocabulary Stages 1-4 and Additional. Makaton symbols are included and examples of their use are given. Methods for implementing and using Makaton are discussed and developed.</p> <p>The Follow-up Workshop concentrates on improving and developing signing skills and symbols skills and develops everyday use of the Makaton Programme. Further signs and symbols are taught for Core Vocabulary Stages 5-8. (Taken from Makaton web site).</p>

A resource base is equipped with additional materials and small groups of children are able to use the Yockleton room at timetables slots if appropriate

There is access to the school for wheelchairs and suitable toilet facilities for disabled children. In addition, there is some facility for children who need particular medical help, which requires seclusion and privacy

Staff with other specialisms:

Teaching and Support Staff have training in

- Understanding Your Child (Parenting group)
- Friends 4 Life / Fun Friends
- Speech and Language Support in the Classroom
- NVQ3

Securing specialist help

Where children will benefit from specialist help which the school is unable to provide from its own staff, the school will try to make contact with a range of agencies and other professionals to ensure that children receive the specialist help they need.

This might include, although is not limited to

- Assessment by an Educational Psychologist
- Support from the Children's and Adolescent Mental Health Services (CAMHS)

- Speech and Language Support
- Occupational Therapy support
- Sensory Inclusion Service support

Where appropriate, the school will liaise closely with external professionals to ensure that children are provided with the most appropriate support

How children with SEND are enabled to engage in activities with children in the school who do not have SEND

The school has a policy of inclusion and no child is ever prevented from taking part in an activity on the grounds of special educational need or disability.

Reasonable adjustments to situations away from the school site are considered so as to include all pupils based on accessibility or special educational needs. Where appropriate, the school would look to engage parents in discussions at an early stage in order to achieve this.

All activities outside the classroom have a comprehensive risk assessment and where there are concerns for safety and access further thought and consideration is put in place to ensure needs are met. Activities may be adapted for children with physical disabilities or special educational needs and staff liaise closely with parents when planning these activities.

In some cases financial contributions are made by the school so that pupils are able to participate in activities where cost is a barrier. For more details, please see the school's Charging and Remission policy and Pupil Premium strategy.

Support for improving emotional and social development. (Including extra pastoral support arrangements for listening to the views of children with SEN and measures to prevent bullying)

We aim to create a community where everyone cares for each other, from the oldest to the youngest. Our teaching staff care about all the children in our school and are trained to provide a high standard of pastoral support. We have a zero tolerance approach to bullying in the school.

Our Behaviour Policy, includes guidance on expectations, rewards and consequences, is fully understood and implemented by all staff throughout the school.

Children with SEN each have a one-page profile to enable them to articulate strategies and resources that they find beneficial.

Every child has a class teacher and TA with whom they can share any concerns they have. In addition, the school has specialist staff trained in providing support through the Friends for Life programme which is particularly beneficial with children with SEN. This programme is a social skills and resilience building program that is recognised by the World Health Organisation for over 12 years of comprehensive research and as an effective means to prevent anxiety for children aged 8-11.

Friends for Life is proven to reduce anxiety and give participants the tools they need to cope in these stressful and challenging situations. Further to anxiety treatment, Friends for Life also improves a participants social skills, ability to focus, confidence, and the ability to relax and regulate emotions.

Evaluating the effectiveness of the provision made for children with SEND

An annual progress report is produced by the SENCO for the Headteacher and governing body. Included in this report is an evaluation of SEND provision. The SEND link Governor, Mr Anthony Price, acts as a critical friend and aids the SENDCO in monitoring the effectiveness of the SEND provision.

- Assessing the impact of interventions for children with SEND
- Responding to feedback from pupils, parents and carers
- Taking into account best practice and learning from other schools to improve outcomes for children with SEND
- Undertaking regular performance management of staff to ensure they have the required skills and expertise to support children effectively.

SEND provision and pupils with SEND performance form and an integral part of The School Development Plan. In this document, both provision and progress of specific groups of children are extensively evaluated so that clear targets for the next academic year can be set.

The LA also carries out its own monitoring inspections. OFSTED will also thoroughly evaluate the effectiveness of our SEN provision when the school is inspected. The school regularly evaluates the effectiveness of provision made for children with SEND.

How children's needs are identified at Trinity. How teaching might be adapted and how support might be provided.

The following gives an indication of

- How varying needs may be identified and assessed over time.
- How teaching for varying needs might be adapted.
- The support that might be put into place to provide for children.

Clearly, children's needs will vary. As a result, the adaptations and resources that will need to be deployed will also vary.

1) Communication and Interaction Needs

i) Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we might adapt teaching to ensure access to the curriculum	How we might provide support and intervention for those with identified needs
<p>Identification is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised test, in class assessments.</p> <ul style="list-style-type: none"> · Assessment by and intervention from speech and language therapist, on referral. <p>If after assessment a program is set in place this is reviewed regularly by class teacher and other staff supporting the children</p> <ul style="list-style-type: none"> · The progress is recorded through the Blue SEN record books. · Progress is shared every term with parents and pupils 	<p>Differentiated curriculum, planning, tasks, delivery and outcome</p> <ul style="list-style-type: none"> · Simplified timetables · Visual timetables · Consistent routines and expectations · Use of ICT · Use of talk partners during whole class and group learning sessions · Sentence buttons · Circle time · Regular show and tell sections where appropriate · Use of drama and hot seating. 	<p>The class teacher through good/ outstanding teaching and that the curriculum is adapted to meet all pupils needs.</p> <ul style="list-style-type: none"> · In class support with TA · Small group work · Personalised programs · Speech and Language support from therapist /TA in school · Mid day and play time supervisors support during unstructured times during day. · Support children to develop confidence in speaking in class

ii) Autistic Spectrum Disorders

How we identify needs, assess and review progress	How we might adapt teaching to ensure access to the curriculum	How we might provide support and intervention for those with identified needs
<ul style="list-style-type: none"> · Identification is by the class teacher and other staff leading to referral for formal diagnosis through CAMHS · Assessment by and intervention from specialist outside agencies through ADOS assessment where appropriate. · If after assessment a program is set in place this is reviewed regularly by class teacher and other staff supporting the children · The progress is recorded through the Blue SEN record books. · Progress is shared every term with parents and pupils. 	<ul style="list-style-type: none"> · Consistent rules, routines and reasons · Visual timetables / aids · Consistent expectations · Clear simple instructions · Awareness of sensory distractions: noise, texture, colours, smells in the environment and adaptation of classroom as appropriate. 	<ul style="list-style-type: none"> · Small group mentoring sessions with teacher working on 'Socially Speaking Programme' where social skills are taught. · TA trained to work with children identified on the ASD spectrum. · Visual timetables · Social stories · At unstructured times support staff and supervisors are made aware of the needs of specific children and adjustments made.

2) Cognition and Learning Needs

i) General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we might adapt teaching to ensure access to the curriculum	How we might provide support and intervention for those with identified needs
<p>Identification is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised test, in class assessments</p> <ul style="list-style-type: none"> · Assessment by and intervention by class teacher with guidance from SENCO <p>After assessment an PCP is set in place this is reviewed regularly / every term by class teacher and other staff supporting the children.</p> <ul style="list-style-type: none"> · The progress is recorded through the PCP record cards · Progress is shared every term with parents and pupils. 	<p>Multisensory equipment/ activities given where appropriate to demonstrate concepts.</p> <ul style="list-style-type: none"> · The provision of non-verbal/verbal reasoning tasks · Sequencing activities · Memory training games · Teaching the meaning of subject specific vocabulary and having word banks. · Use of ICT and computer programs and games. · Visual time tables / resources around the class. · Differentiated homework given in form of phonics games, maths games. · Differentiated focus groups for spelling and phonological understanding using Letters and Sounds. · Checklists/ writing frames/ dictionaries/ modelling · Relevant targets from PCP are written in work books to remind children/support staff the focus for literacy / Numeracy 	<ul style="list-style-type: none"> · Small group / 1:1 support for children by special teacher for phonics. · Small group / 1:1 support for children by special teacher for maths. · 1:1 support for reading by voluntary reading helpers.- <p>Small group support in class through individual and guided reading.</p> <ul style="list-style-type: none"> · Differentiated and small group support in writing and guided writing sessions. <p>Differentiated and small group support for maths.</p>

	<ul style="list-style-type: none">· Rigorous assessment for learning/ positive feedback, marking related to individual class / PCP targets	
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II) Specific Learning Difficulties eg Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we might adapt teaching to ensure access to the curriculum	How we might provide support and intervention for those with identified needs
<ul style="list-style-type: none"> · Identification but not diagnosis is by the class teacher via whole school assessment pupil tracking, information from transferred schools, parental information, standardised test, in class assessments leading to referral from formal diagnosis from EP. · Assessment and Intervention by class teacher with guidance from SENCO/ specialist Dyslexia teacher <p>After assessment, personal targets are set.</p> <ul style="list-style-type: none"> · The progress is recorded through the PCP record cards · Progress is shared every term with parents and pupils. 	<p>Calm, structured orderly environment.</p> <ul style="list-style-type: none"> · Multisensory activities. · ICT programs and games Number shark/ Word shark, Numbergym · Simple verbal/ written instructions · Given time to process understanding and respond · Given extra time to complete tasks and tests. · Given tasks in small steps/ small amount of work at a time. · Have graphic / visual organiser · Maintain positive and helpful attitude and avoid criticisms. · Have sticker charts to encourage positive reinforcement. 	<p>1:1/small group support teacher.</p> <ul style="list-style-type: none"> · Small group /1:1 graded phonic books activities with specialist teacher · Small group work in class with teacher or TA. · Small group / 1:1 on understanding language of maths and concepts.

3) Social, Mental and Behavioural Health

How we identify needs, assess and review progress	How we might adapt teaching to ensure access to the curriculum	How we might provide support and intervention for those with identified needs
<ul style="list-style-type: none"> · · Identification is by the class teacher followed by referral to specialist agencies. · Assessment and Intervention by class teacher with guidance from SENCO/ specialist agencies. If after assessment an PCP is set in place this is reviewed regularly / every term by class teacher and other staff supporting the children · The progress is recorded through the PCP record cards · Progress is shared every term with parents and pupils. 	<p>Exciting and stimulating classroom and curriculum.</p> <ul style="list-style-type: none"> · · Whole school behaviour policy · Rewards/ stars/stickers/ celebrating work · Circle time · Consistent routines / boundaries and expectations of behaviour 	<ul style="list-style-type: none"> · Small group / 1:1 work in class with teacher/ TA. · Home school links. · Access to specialist support/ agencies if needed such as Woodlands Outreach. · Unstructured times support staff and supervisors are made aware of the needs of specific children. <p>Personalised programme / targets that pupil and parents are aware of.</p> <ul style="list-style-type: none"> -Specific programmes ('No Worries', 'Friends for Life') - Engagement with Early Help professionals (Enhance)/

4) Sensory and/or Physical Needs

i) Hearing Impairment

How we identify needs, assess and review progress	How we might adapt teaching to ensure access to the curriculum	How we might provide support and intervention for those with identified needs
<ul style="list-style-type: none"> · Identification is by the class teacher information from transferred schools, parental information. · Assessment and Intervention by class teacher with guidance from SENCO./ specialist agencies. · The progress is recorded through the PCP record cards · Progress is shared every term with parents and pupils. 	<ul style="list-style-type: none"> · Minimum distance between teacher and child to facilitate lip reading · Create optimal hearing environment by using noise dampening materials. · Have clear visual aids. · Word banks and precise teaching of subject specific vocabulary. · Face child in every oral communication. · Have specialised equipment for hearing impaired. 	<ul style="list-style-type: none"> · Staff made aware of difficulty in school during high noise level activities such as playtime, dinnertimes, PE to ensure safety of the child. <p>Classrooms given curtains / thicker carpets instead of blinds and tile floors.</p> <p>Awareness of health and safety issues such as not hearing the fire alarm.</p>

3) Sensory and/or Physical Needs

ii) Visual Impairment

How we identify needs, assess and review progress	How we might adapt teaching to ensure access to the curriculum	How we might provide support and intervention for those with identified needs
<p>Pupils will be monitored carefully and if there are concerns then parents are requested to take their</p>	<p>Pupils will be positioned near the front of the class so they can clearly</p>	<ul style="list-style-type: none"> · Providing documents which use a larger font.

<p>child for an appointment with the optician.</p> <ul style="list-style-type: none"> · For pupils with significant impairments a request will be made with the sensory inclusion team. <p>This is usually request by the child's optician or by an optometrist.</p> <ul style="list-style-type: none"> · Pupils will be regularly reviewed and assessed by the sensory inclusion team. · Pupils will be regularly reviewed through internal tracking data, standardised assessments scores and national assessments such as SATs and year 1 phonics. · The progress is recorded through the PCP record cards · Progress is shared every term with parents and pupils. 	<p>see any visual information that is displayed.</p> <ul style="list-style-type: none"> · Any information that is displayed on the wipe board will be presented as clearly using large fonts. If this is not possible then pupils will be given a copy of the work on display. · If pupils have a significant visual impairment, then the teacher will ensure the furniture and resources stay in expected locations so they will be easy to find. 	<ul style="list-style-type: none"> · Using different coloured paper to print worksheets and tasks. · Using coloured overlays / reading rulers.
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3) Physical Difficulties

How we identify needs, assess and review progress	How we might adapt teaching to ensure access to the curriculum	How we might provide support and intervention for those with identified needs
<p>Parents are best placed to advise us about the specific physical needs of the child. We would therefore rely on good communication between home and school to ensure that concerns about the child are addressed promptly.</p> <ul style="list-style-type: none"> · The class teacher and TA will keep careful track of the child and record any observations. · · If appropriate the Occupational team will give an assessment and additional strategies will be implemented. <p>Parents can also request an assessment with the Occupational therapist by visiting their doctor.</p> <ul style="list-style-type: none"> · If appropriate a request for statutory assessment will be made and additional interventions and strategies are put into place to support the children. · Pupils will be regularly reviewed through internal tracking data, standardised assessments scores and national assessments such as SATs and year 1 phonics. 	<p>Pupils will be encouraged to sit with the rest of the class or small group to listen to ideas of others.</p> <p>They may be provided with a fidget toy to keep them focussed or an adult to sit near them to keep them on task.</p> <ul style="list-style-type: none"> · Pupils will be provided with resources such as pencil grips, laptops, so they are able to write about their own ideas. · When the pupils are completing physical activities such as P.E. they will be encouraged to participate in the same way as their peers. <p>If this is not possible they will be given different resources and support from an adult.</p>	<ul style="list-style-type: none"> · Pre-writing skills such as tweezers, using mazes. · Pencil grips / tri-grip pencils · Laptops · Wobble cushions · Writing slopes · Fidget toys · Interventions as suggested by the occupational therapy team.

<ul style="list-style-type: none"> · The progress is recorded through the PCP record cards · Progress is shared every term with parents and pupils. 		
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GLOSSARY OF TERMS

S	Statement stage of the SEN Code of Practice
SA	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEND	Special Educational Needs and/or disabilities
SALT	Speech and Language Therapist
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder