



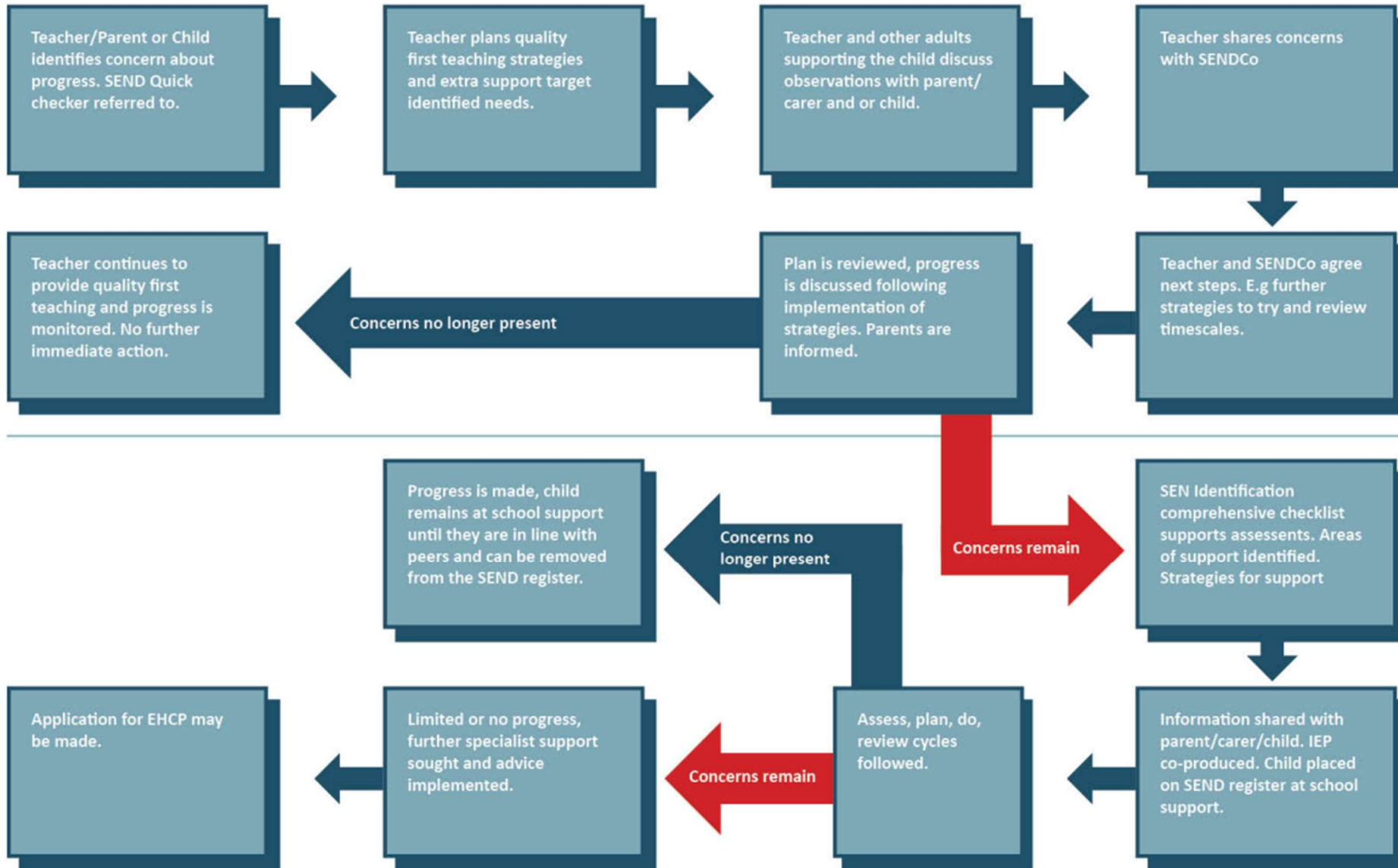
## How we identify, assess and review children with special educational needs in our CAST schools.

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called Quality First Teaching. CAST schools use the Principles of Teaching and Learning (PoTL) as a guide to Quality First Teaching. This is as relevant and important when teaching children with SEND as it is for all children. In our schools we believe that all children should be enabled to engage in the same curriculum, teaching and learning as their peers. Wherever possible children are supported to do so, and teachers are ambitious for all their children academically, socially and emotionally. Some children may need a more targeted or bespoke programme of support and interventions. These children will have Individual Education Support Plans (IEPs) to ensure that they have access to provision that will most effectively support them to make the progress they are capable of. We understand that many children will have additional needs at some point in their school life. We aim to provide targeted support that addresses these needs quickly and enables children to catch up with their peers wherever possible. The SEND register is reviewed termly and children are removed from the register when their needs have been met.

It is our aim to achieve equity of opportunity for all children across the Trust. This pathway and the associated checklists are to support all our schools in both knowing when and how to support children with SEND and how to identify them in the first instance. All schools are expected to refer to this along with their local graduated response.

There is a clearly defined pathway that schools follow to ensure that they are identifying children and enabling children who need additional support to access this in a timely and efficient manner.

## Identification of Special Educational Needs - Pathway





Where a pupil is identified as having a special educational needs school should adopt a graduated approach which takes the form of cycles of “Assess, Plan, Do, Review”.

This means that they will:

**Assess** a child’s special educational needs – This would include assessment by teachers supported by the SENCO, Observations and assessments carried out by the educational psychologist and advice from outside agencies.

**Plan** the provision to meet the child’s aspirations and agreed outcomes – Additional or different provision is planned by the class teacher with support from the SENCO and external advice where it has been requested. Targets are set and formalized. Parents are encouraged to work with the school to develop the plans to support their children.

**Do** put the provision in place to meet those outcomes – Interventions are put in place and time and support is allocated for them to be carried out.

**Review** the support and progress – The impact of any intervention is reviewed with teachers, parents/carers and the child looking at progress towards targets and next steps.

As part of this approach every child with SEN will have an individualised SEN Support Plan that describes the child’s needs, outcomes & provision to meet those needs. Parents/carers and the child (where appropriate) views are integral to this process. This may mean additional work with a child on a small group or 1:1 basis to carry out specific interventions to support a child to meet their individual targets.

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

An EHC assessment would be carried out where the current levels of support and intervention are not leading to improved progress for the child and where further support might be needed to ensure the needs of an individual child are fully met.



## What do the SEND Stages look like?

SEND Stage	Description of Need (One or more of the statements can be applied to the child)	Actions	Timescales
<b>SEND Concern (M)</b>	Class teachers or other adults in school have noticed that the child is falling behind their peers or having difficulties in one of more specific areas linked to the four areas of need. Parents or pupils may also have raised a concern	The class teacher plans strategies reflected in high quality teaching and the use of class-based resources target identified areas of need. The quick checker guide ( Appendix A) to identification may support the class teacher in narrowing down the specific need to be targeted. The class teacher refers to the universal provision on the school provision map to support the child.	6 weeks
<b>School Support (K)</b>	Despite high quality teaching strategies, the child is not making the progress that is expected or is falling further behind in one or two key areas. The gap between the child and their peers is widening. The comprehensive checklist identifies specific areas of need in one or more of the four areas. Children are considered to require additional specialist advice or support.	The class teacher in consultation with the SENDCO will agree strategies to support the child and develop an individual plan for the child targeted at the key areas of need. (An IEP). The comprehensive checker will be used to identify the specific needs and the support required. External professional advice may be sought, for example speech and language, OT, Educational Psychology etc	6-week cycles If children are not making expected progress after 3 terms the school should consider a request for statutory assessment.
<b>EHCP (E)</b>	Some children may require more specialist support to enable them to reach their potential and make expected progress. This may result in some children having a EHCP	Children have an IEP in place which reflects the advice of external professionals. Children have access to specialised interventions and the curriculum may need to be adapted significantly to support them to make good progress in key areas. Alternative arrangements may be in place for educational provision for some of the time.	6 weekly reviews of IEPs Annual review of EHCPs (Earlier if needs change)
<b>Medical Needs</b>	Children who have specific medical needs do not automatically need to be placed on the SEND register. Many of these children will have no learning difficulties or delays and will not meet the criteria in the four areas of need. Some children will be impacted as a result of their medical needs or SEN in addition to their medical needs. Schools should follow the pathway in the same way they do for all children.	Children will require health and care plans and/or intimate care plans that set out the needs of the child and responsibilities that the school has in supporting these. NB: Schools should not agree to any intimate care or medical care until they have a plan in place that has been approved by the parents and if required the appropriate professionals. School may require staff to receive specific training prior to agreeing to administer some medication or medical care.	Review as agreed by professional involved in the care of the child.
<b>English as an Additional Language (EAL)</b>	Children with EAL do not automatically meet the criteria for SEND. Some children may have EAL and additional needs which would require them to be included on the SEND pathway.	High quality teaching and universal provision should provide children with the support they need to engage in the curriculum and make good progress academically and socially. Class teachers should monitor progress of children with EAL in the same way as they do all children. Suggested resources: The Bell Foundation <a href="https://www.bell-foundation.org.uk/">https://www.bell-foundation.org.uk/</a> Flash Academy <a href="https://flashacademy.com/">https://flashacademy.com/</a>	On going assessment for learning. Pupil progress reviews in line with school assessment policy.
<b>Speech and Language (S&amp;L)</b>	Not all children with speech and language difficulties will automatically need to be on the SEND register. If children have specific expressive needs and are making progress under the guidance of the speech and language team or school-based interventions they do not need to be added to the register. If S&L delays are persistent or are impacting on other areas of development schools may include children on the SEND pathway.	Children may have speech and language plans that have been developed following the advice of the Speech and Language Service.	On going assessment for learning. Pupil progress reviews in line with school assessment policy.





Appendix 1

# Key Stage 1: Quick Checker



Only use sections that are relevant to the child. Highlight statements that are concerns.

Name of Child \_\_\_\_\_ Class \_\_\_\_\_ Year Group \_\_\_\_\_ Class Teacher \_\_\_\_\_

<b>Communication and interaction</b> There are concerns about...	<b>Cognition and learning</b> There are concerns about...	<b>Social, emotional Mental health</b> There are concerns about...	<b>Physical sensory</b> It has been noticed that...
<p>The pupil's attention and/or listening skills their ability to engage successfully with language</p> <p>The pupil's receptive language, their ability to understand spoken language</p> <p>The pupil's expressive language – their ability to use language to communicate with others</p> <p>The pupil's speech sound development – their ability to produce the sounds necessary for clear, intelligible speech</p> <p>The pupil's social communications – their ability to use language appropriately and successfully in social situations</p> <p>The pupil's uneven learning profiles and learning styles i.e. they do not follow the usual developmental patterns</p> <p>The pupil's communication skills e.g. verbal and non-verbal, ability to recognise the feelings or perspectives of others and respond appropriately</p> <p>The pupil's behaviour – inside or outside the classroom, which might include becoming withdrawn, or isolated, or displaying challenging, disruptive or distressed behaviour</p> <p>The pupil's social development e.g. capacity to 'share interest' and/or 'share attention'</p>	<p>The pupil's lack of progress, even when differentiated teaching approaches are targeted at areas of weakness</p> <p>The pupil's performance levels i.e. they are below the level within which most pupils are expected to work</p> <p>The pupil's indicative test scores are below expected levels</p> <p>The pupil's attainment in underlying skills which is beginning to interfere with their ability to make appropriate progress e.g. skills in speech and language, literacy and numeracy</p> <p>The pupil's difficulty in dealing with abstract ideas, generalising from experience, and/or using problem solving skills</p> <p>The pupil's attitude and/or approach to learning which is restricting access to the curriculum e.g. pupil is demotivated, disorganised or lacks independent learning skills</p>	<p>The pupil's learning behaviour, which is negatively affecting the pupil's and/or peers' access to the curriculum</p> <p>The pupil's social behaviour, which is negatively affecting the pupil's and/or peers' access to the curriculum</p> <p>The pupil's emotional wellbeing or mental health, which is negatively affecting the pupil's and/or peers' access to the curriculum</p> <p>The frequency with which the pupil reaches the limit of normal school sanctions</p>	<p>The pupil presents with having a visual impairment which is affecting their learning and/or access to the curriculum e.g. holds books very closely or at an unusual angle, fails to respond to non-verbal instructions, loses place when reading, skips lines and struggles to find text on a page</p> <p>The pupil present with having a hearing impairment which is affecting their learning and/or access to the curriculum e.g. distractible in class, poor listening skills in a busy environment, asks you to repeat instructions</p> <p>The pupil presents with some of the following indicators: poor speech intelligibility, difficulty with recognising and responding to phonics, chooses to either avoid attention or is over demanding, limited vocabulary both receptive and expressive, immature grammatical structures in spoken language</p> <p>The pupil's multi-sensory needs affects their ability to gain information from and about their environment e.g poor attention, easily distracted, unable to follow instructions</p> <p>The pupil's physical skills/needs are affecting their learning and/or access to the curriculum</p> <p>The pupil's medical needs are affecting their learning and/or access to the curriculum</p>





<p>The pupil's rigidity of thought e.g. ability to manage changes in routine</p> <p>The pupil's sensory skills e.g. over sensitivity or under sensitivity to sensory stimuli</p> <p>The pupil's cognitive development e.g. capacity to sustain concentration or self-direct their learning</p>			
<p>Other</p>			



Appendix 2

# Key Stage 2: Quick Checker





# KS2 SEND Checker

Only use sections that are relevant to the child. Highlight statements that are concerns.

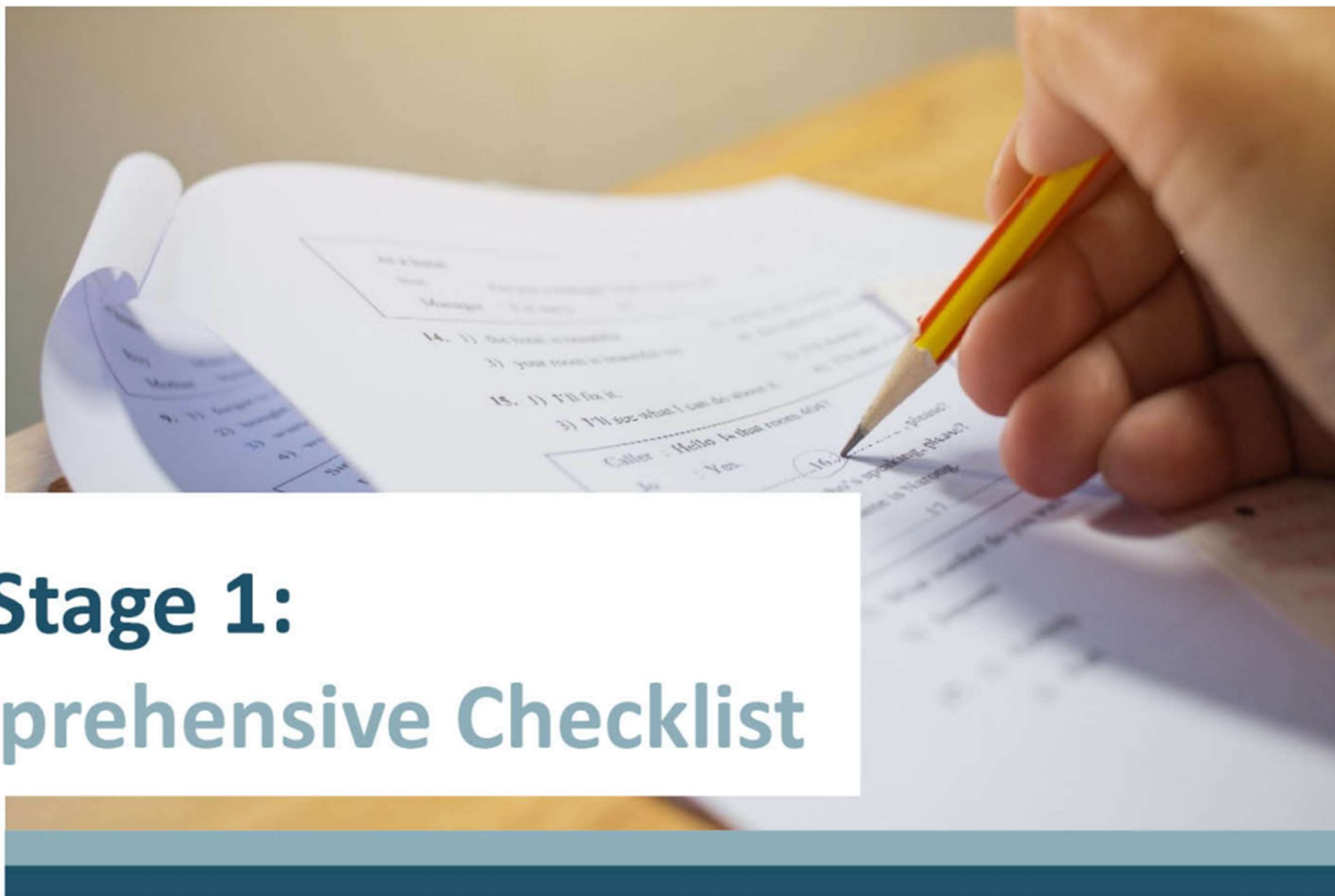
Name of Child \_\_\_\_\_ Class \_\_\_\_\_ Year Group \_\_\_\_\_ Class Teacher \_\_\_\_\_

<b>Communication and interaction</b> There are concerns about...	<b>Cognition And learning</b> There are concerns about...	<b>Social, emotional mental health</b> There are concerns about...	<b>Physical sensory</b> It has been noticed that...
<p>The pupil's attention and/or listening skills – their ability to engage successfully with language</p> <p>The pupil's receptive language – their ability to understand spoken language</p> <p>The pupil's expressive language – their ability to use language to communicate with others</p> <p>The pupil's speech sound development – their ability to produce the sounds necessary for clear, intelligible speech</p> <p>The pupil's social communications – their ability to use language appropriately and successfully in social situations</p> <p>The pupil's uneven learning profiles and learning styles i.e. they do not follow the usual developmental patterns</p> <p>The pupil's communication skills e.g. verbal and non-verbal, ability to recognise the feelings or perspectives of others and respond appropriately</p> <p>The pupil's behaviour – inside or outside the classroom, which might include becoming withdrawn, or isolated, or displaying challenging, disruptive or distressed behaviour.</p> <p>The pupil's social development e.g. capacity to 'share interest' and/or 'share attention'</p>	<p>The pupil's lack of progress, even when differentiated teaching approaches are targeted at areas of weakness</p> <p>The pupil's performance levels i.e. they are below the level within which most pupils are expected to work</p> <p>The pupil's indicative test scores are below expected levels</p> <p>The pupil's attainment in underlying skills which is beginning to interfere with their ability to make appropriate progress e.g. skills in speech and language, literacy and numeracy</p> <p>The pupil's difficulty in dealing with abstract ideas, generalising from experience, and/or using problem solving skills</p> <p>The pupil's attitude and/or approach to learning which is restricting access to the curriculum e.g. pupil is demotivated, disorganised or lacks independent learning skills</p>	<p>The pupil's learning behaviour, which is negatively affecting the pupil's and/or peers' access to the curriculum</p> <p>The pupil's social behaviour, which is negatively affecting the pupil's and/or peers' access to the curriculum</p> <p>The pupil's emotional wellbeing or mental health, which is negatively affecting the pupil's and/or peers' access to the curriculum</p> <p>The frequency with which the pupil reaches the limit of normal school sanctions</p>	<p>The pupil presents with having a visual impairment which is affecting their learning and/or access to the curriculum e.g. holds books very closely or at an unusual angle, fails to respond to non-verbal instructions, loses place when reading, skips lines and struggles to find text on a page</p> <p>The pupil present with having a hearing impairment which is affecting their learning and/or access to the curriculum e.g. distractible in class, poor listening skills in a busy environment, asks you to repeat instructions</p> <p>The pupil presents with some of the following indicators: poor speech intelligibility, difficulty with recognising and responding to phonics, chooses to either avoid attention or is over demanding, limited vocabulary both receptive and expressive, immature grammatical structures in spoken language</p> <p>The pupils multi-sensory needs affects their ability to gain information from and about their environment e.g. poor attention, easily distracted, unable to follow instructions</p> <p>The pupil's physical skills/needs are affecting their learning and/or access to the curriculum</p> <p>The pupil's medical needs are affecting their learning and/or access to the curriculum</p>



<p>The pupil's rigidity of thought e.g. ability to manage changes in routine</p> <p>The pupil's sensory skills e.g. over sensitivity or under sensitivity to sensory stimuli</p> <p>The pupil's cognitive development e.g. capacity to sustain concentration or self-direct their learning</p>			
<p>Other</p>			





Appendix 4

# Key Stage 1: Comprehensive Checklist

### **Cognition and Learning Difficulties**

- Specific Learning Difficulties (SPLD)  
*e.g. Dyslexia, Dyscalculia*
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

### **Social, Emotional and/or Mental Needs**

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

### **Communication and Interaction Needs**

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

### **Sensory and/or Physical Needs**

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

# Key Stage 1 Comprehensive Checklist

Highlight statements that are concerns.

Name of Child \_\_\_\_\_ Class \_\_\_\_\_ Year Group \_\_\_\_\_ Class Teacher \_\_\_\_\_

Communication and Interaction						
Social language, interaction and play	Attention and listening	Flexibility of thought	Sensory processing	Receptive language (understanding)	Expressive (spoken)	Speech claritys
The pupil requires support to...	The pupil requires support to...	The pupil requires support to...	The pupil requires support to...	The pupil requires support to...	The pupil requires support to...	The pupil requires support to...
<p>Develop skills to interact with peers e.g. simple negotiation, turn taking, joining in with group conversations, games and activities</p> <p>Initiate appropriate conversation with adults and peers respond appropriately to questions or comment from adults and peers</p> <p>Understand the rules of conversation e.g. turn taking, not taking over or interrupting, knowing how to get involved.</p> <p>Engage in parallel, cooperative, imaginative and age appropriate interactive play with a range of equipment</p> <p>Work or play games in a group e.g. may find groups intolerable even with persuasion, disrupts</p>	<p>Make appropriate attempts to request attention/interaction respond appropriately to adult directed activities</p> <p>Engage in active listening activities within the classroom or in small groups</p> <p>Manage transitions throughout the day (including from one activity to another)</p> <p>Demonstrate shared attention with others e.g. sharing looking at a book</p>	<p>Share interest of others</p> <p>Accept and tolerate changes to rules and routines, including others not following them</p> <p>Follow another person's agenda</p> <p>Manage preference for things to be the same e.g. the same seat or place for equipment</p> <p>Make appropriate choices or decisions particularly during unstructured times</p> <p>Manage reaction to specific changes in routine or unexpected events e.g. supply teacher, trips, Christmas play</p>	<p>Develop co-ordination and understand where their body is in space</p> <p>Develop balanced sensitivity to sensory information – may show over/under sensitivity e.g. overwhelmed by noisy/visually stimulating room or show lack of awareness of pain</p> <p>Self regulate and /or self sooth</p> <p>Accept/engage with co-regulation with an adult</p>	<p>Respond to a range of different questions including abstract information which does not relate to the 'here' and 'now' (respond securely across all Blank levels)</p> <p>Recognise when they have not understood and utilise strategies to support their understanding</p> <p>Understand a sequence of instructions e.g. instructions will usually need to be broken down and supported by gesture and/or visuals</p> <p>Follow long or complex sentences</p> <p>Follow and respond appropriately to instructions e.g. does not recognise that group instructions apply to themselves or only remembers part of the instruction</p>	<p>Use a wide range of vocabulary when talking</p> <p>Find specific words – do they over-use general words like 'thingy', 'that', use the wrong words for things – 'shark' instead of 'whale', make up their own words like 'cuttergrasser' (lawnmower) or use lots of fillers – 'um', 'er', 'like'</p> <p>Use language for different purposes e.g. to ask questions, describe, give information</p> <p>Use past tenses consistently use word endings correctly or 'little' filler words that carry less meaning e.g. is, are, it</p>	<p>Develop sound awareness e.g. skills in syllable and rhyme, blending and segmentation;</p> <p>Recognise initial/final sounds or sound out words</p> <p>Develop more mature speech sounds in one/a few specific area e.g. avoiding simplifying consonant blends such as 'moke' for 'smoke'</p> <p>Make themselves understood in all situations e.g. may use strategies other than speech to communicate, such as gesture</p>



<p>Or takes control without listening to others</p> <p>Develop self-awareness and a positive self-image e.g. understands likes and dislikes, what they are good at and what they need help with</p> <p>Communicate feelings of frustration appropriately with peers</p> <p>Share equipment with others</p> <p>Understand and follow rules of personal space recognise the needs of others</p>				<p>Understand new vocabulary and concepts e.g. time, space, quantities</p> <p>Understand jokes, idioms, sarcasm and metaphors</p> <p>Interpret other people's feelings, facial expressions, gesture and tone of voice</p> <p>Apply and transfer knowledge and vocabulary/concepts across subjects or situations</p>	<p>Develop utterances above three or four words, including more than nouns and verbs e.g. adjectives like 'cold'</p> <p>Recall and retell events/stories in sequence</p> <p>Consistently and correctly use pronouns, irregular past tenses, plurals and words such as is/are, the ,to</p> <p>Retain and use specific vocabulary e.g. topic words</p> <p>Make relevant contributions to class/group discussion use simple narrative e.g. tell a story and recall past events</p>	
<p>Other</p>						



# Key Stage 1 Comprehensive Checklist

Highlight statements that are concerns.

Name of Child \_\_\_\_\_ Class \_\_\_\_\_ Year Group \_\_\_\_\_ Class Teacher \_\_\_\_\_

Cognition and Learning				
Reading	Phonics	Recording	Maths	Attitude/approach To learning
The pupil requires support to...	The pupil requires support to...	The pupil requires support to...	The pupil requires support to...	The pupil requires support to...
<p>Take part in discussion about stories read to them, either with the whole class or individually with an adult</p> <p>Become familiar with key stories, fairy stories or takes and retell them to others</p> <p>Read early high-frequency words (e.g. he, she, was, my, you) automatically despite many opportunities for revision</p> <p>Move away from a phonic strategy to a whole word strategy for high frequency and commonly occurring words</p> <p>Read many of the common exception words from the first 100 high frequency words</p> <p>Understand reading materials as a result of continuing effortful decoding, low reading rate or limited language skills, and despite well-founded intervention to encourage comprehension strategies</p>	<p>Understand early reading concepts such as letter/grapheme, sound/phoneme, syllable</p> <p>Use phonological skills such as blending/segmenting to read/record consonant-vowel-consonant words despite high quality teaching and support</p> <p>Recognise rhyme, use alliteration and identify syllables</p> <p>Give pure sounds for (the majority of) single letters automatically (i.e. respond speedily) despite many opportunities for practice and revision</p> <p>Read pseudo-words from and following the Y1 statutory phonics screening check and decode common regular words</p> <p>Automatically recognise single letters and most common digraphs read quickly those words the pupil encounters repeatedly</p>	<p>Recall the formation of letter shapes despite many opportunities for practice and revision</p> <p>Spell early high frequency words (e.g. he, she, was, my, you) despite many opportunities for practice and revision</p> <p>Compose a simple sentence orally before attempting to write or type it</p>	<p>Recognise and name numerals</p> <p>Understand one-to-one correspondence</p> <p>Demonstrate an understanding of the concepts of 'more' and 'less'</p> <p>Recognise a small number of objects (e.g. 4 items) and estimate a large number</p> <p>Understand the concept of place value and exchange (e.g. that 10 ones can be represented as 1 ten)</p> <p>Identify one more and one less than a given number; count forwards and backwards in one's and two's</p> <p>Recall number bonds to 20 despite well-founded intervention and repeated opportunities to relate knowledge to hands-on materials</p> <p>know and use simple mathematical symbols (e.g. + - =) despite repeated exposure</p> <p>Sort and classify objects, shapes, numbers according to simple attributes and when using 'hands-on' resources</p>	<p>Demonstrate age-appropriate independent learning skills e.g. using simple strategies that have been explicitly taught</p> <p>Maintain attention and interest on an adult directed task for approximately 10 minutes</p> <p>Engage and persevere with challenging tasks for a short time</p>



			<p>Understand and use simple sequences of e.g. numbers, patterns, days of the week etc.</p> <p>Name common 2-d shapes despite repeated exposure and learning</p>	
Other				







# Key Stage 1 Comprehensive Checklist

Highlight statements that are concerns.

Name of Child \_\_\_\_\_ Class \_\_\_\_\_ Year Group \_\_\_\_\_ Class Teacher \_\_\_\_\_

## Social, Emotional and Mental Health Needs

<b>Social development</b> The pupil requires support to...	<b>Emotional development And mental health</b> The pupil requires support to...	<b>Self-regulation</b> The pupil requires support to...
Accept responsibility for good/poor choices Accept and adhere to school boundaries and expectations Be calm and gentle to other pupils Be calm and gentle to adults Share toys or adults with other pupils Form and maintain basic relationships Respect another's personal space Accept friendly approaches from other pupils Be polite towards adults Help other pupils when they are upset Await their turn in a group Take part in an adult led group activity Ask for, or accept help appropriately	Identify in self and others the basic feelings of happy/sad/angry Understand what makes them feel happy and sad notice, understand and respond appropriately to another's facial expressions which convey emotion. Recognise safety cues Manage changes in routine or environment, or when things go 'wrong' Develop positive self-esteem and self-worth Develop sense of self identity and belonging within the school and wider context (community, home etc) Show awareness of other's feelings (e.g. sympathy if someone is hurt) Respond to stories about animals or people with appropriate feeling Think about another's feelings Discuss concerns with staff when upset Allow other class members to feel safe in their presence be aware of behaviour that puts self or others at risk Avoid self-harming behaviours	Give purposeful attention to an activity Recognise potential negative consequences before acting Calm themselves after being upset Control angry feelings e.g. inhibit physical aggression towards pupils/adults Recognise and manage excited feelings so that they are not overwhelmed Recognise and manage worried/anxious feelings so that they are not overwhelmed Display resilience when faced with a challenge Attend school consistently Stay on school site Give attention to an adult Start adult directed activities Make safe, appropriate and purposeful use of materials provided Work alongside other pupils without interfering with them or causing a disturbance



	<p>Show happiness when appropriate e.g. receiving praise</p> <p>Try things that are difficult in order to develop resilience</p> <p>Accept the sensitive correction of mistakes</p>	<p>Avoid calling out or singing at inappropriate times</p>
<p>Other</p>		





# Key Stage 1 Comprehensive Checklist

Highlight statements that are concerns.

Name of Child \_\_\_\_\_ Class \_\_\_\_\_ Year Group \_\_\_\_\_ Class Teacher \_\_\_\_\_

Physical and Sensory Needs					
Visual impairment	Hearing impairment	Fine motor skill development	Gross motor development	Sensory / perception	Social and emotional
Behaviours noticed...	Behaviours noticed...	The pupil requires support to...	The pupil requires support to...	The pupil requires support to...	The pupil requires support to...
<p>Does the pupil hold books very close or at an unusual angle?</p> <p>Does the pupil fail to respond to non-verbal instructions e.g. facial expressions?</p> <p>Do they lose their place when reading, skip lines or struggle to find text on a page?</p> <p>Do they have difficulty finding dropped items?</p> <p>Do they close or cover one eye when reading or working on near/close activities?</p> <p>Do they show hesitancy when walking?</p> <p>Do they show lack of confidence in group activities?</p> <p>Do they have a short attention span when reading or writing?</p>	<p>Does the pupil tell you or do they know when their hearing aid isn't working?</p> <p>Does the pupil tell you when they haven't heard/understood what you have said?</p> <p>Do they ask you to repeat instructions?</p> <p>Does the pupil have issues with friendship groups or issues with socialising with peers?</p> <p>How often does the pupil become distracted/ lose focus in comparison to peers?</p> <p>After instruction, does the pupil have difficulty in starting the task (e.g. looks at other pupils or asks for help)?</p> <p>Does the pupil complain about/become upset by loud sounds?</p>	<p>Form these pre-writing shapes i.e.</p> <p>▽ × / □ \ + ○ -  </p> <p>Write words with a pen, pencil or stylus</p> <p>Type words by using an ordinary keyboard e.g. limited dexterity to access the keys</p> <p>Control the mouse using a standard mouse or glidepad</p> <p>Manipulate tools e.g. scissors, rulers, mathematical equipment, construction equipment</p> <p>Manage two handed tasks e.g. holding a book and turning a page, cutting with scissors, using a knife and fork, doing up buttons</p> <p>complete tasks of daily living e.g. dressing, wiping their face, eating</p>	<p>Maintain sitting balance</p> <p>Maintain functional working position in the seat provided</p> <p>Sit still</p> <p>Maintain standing balance</p> <p>Move between equipment e.g. chair to standing, chair to floor walk</p> <p>Carry items whilst walking e.g. tray at dinner time</p> <p>Engage with tasks/activities at certain times of the day as physical skills may fluctuate or deteriorate</p> <p>Complete tasks that they used to be able to do because their gross motor skills are deteriorating</p> <p>Carry out prescribed physiotherapy activities in school</p>	<p>Access activities involving shape, size and position e.g. puzzles, tables, graphs</p> <p>Organise themselves to be ready to complete a task</p> <p>Be aware of others who may be in their physical space (as they may unknowingly knock into them)</p> <p>Learn new physical skills follow age appropriate instructions</p> <p>Concentrate on the task in hand</p>	<p>Develop and maintain social relationships that may be compromised by repeated or prolonged absence</p> <p>Take part in some classroom or social activities due to restricted mobility e.g. a wheelchair user whose peers play football at lunchtime, a child who walks with a frame so cannot run around the playground with their peers</p> <p>Maintain self-esteem</p> <p>Enhance verbal communication as they have difficulty using gesture, facial expression and body language</p> <p>Interpret gesture, facial expression and body language which support verbal communication</p> <p>Understand and cope with their emotional needs relating to their condition</p>



<p>Do they have a poor or unusual sitting posture when reading?</p> <p>Does the pupil tilt their head excessively to one side up, or down?</p> <p>Do they make excessive head movements when reading?</p> <p>Does the pupil squint or frown to see the board clearly?</p> <p>Does the pupil ask to move closer to the board when it is being used?</p> <p>Do they bump into things or knock things over?</p> <p>Do they have, poor hand/eye co-ordination?</p> <p>Do they have poor memory and concentration?</p> <p>Is the pupil nervous, irritable, tense or restless after maintaining visual concentration?</p> <p>Does the pupil make errors whilst copying</p>	<p>In a quiet place do they respond to a familiar voice or to their name the first time you call when they can't see your face? E.g. do they turn their head and smile, look up, and respond verbally?</p> <p>Does the pupil have difficulty expressing their needs clearly?</p> <p>Are they difficult to understand if the context is not known?</p> <p>Does the pupil use alternative means to speech to try and express themselves e.g. gestures, taking and pointing</p> <p>Does the pupil withdraw from social situations?</p> <p>Is their speech grammatically immature? i.e. 'me want car'</p> <p>Does the pupil have an immature sound system i.e. bish for fish Is their language non-specific i.e. 'that one', 'over there'</p> <p>Are they very quiet in group situations?</p> <p>Does the pupil show signs of fatigue</p> <p>Is the pupil making less than expected progress in phonics?</p> <p>Does the pupil have difficulty joining in appropriately with playground games?</p>	<p>Complete tasks that they used to be able to do because their fine motor skills are deteriorating</p> <p>Complete tasks as it takes significantly longer than their peers</p>	<p>Complete tasks that require sustained strength</p> <p>Access activities involving throwing and catching or using a bat and ball participate in PE lessons</p>		<p>Take turns</p> <p>Not become overly dependent on others</p>
<p>Other</p>					



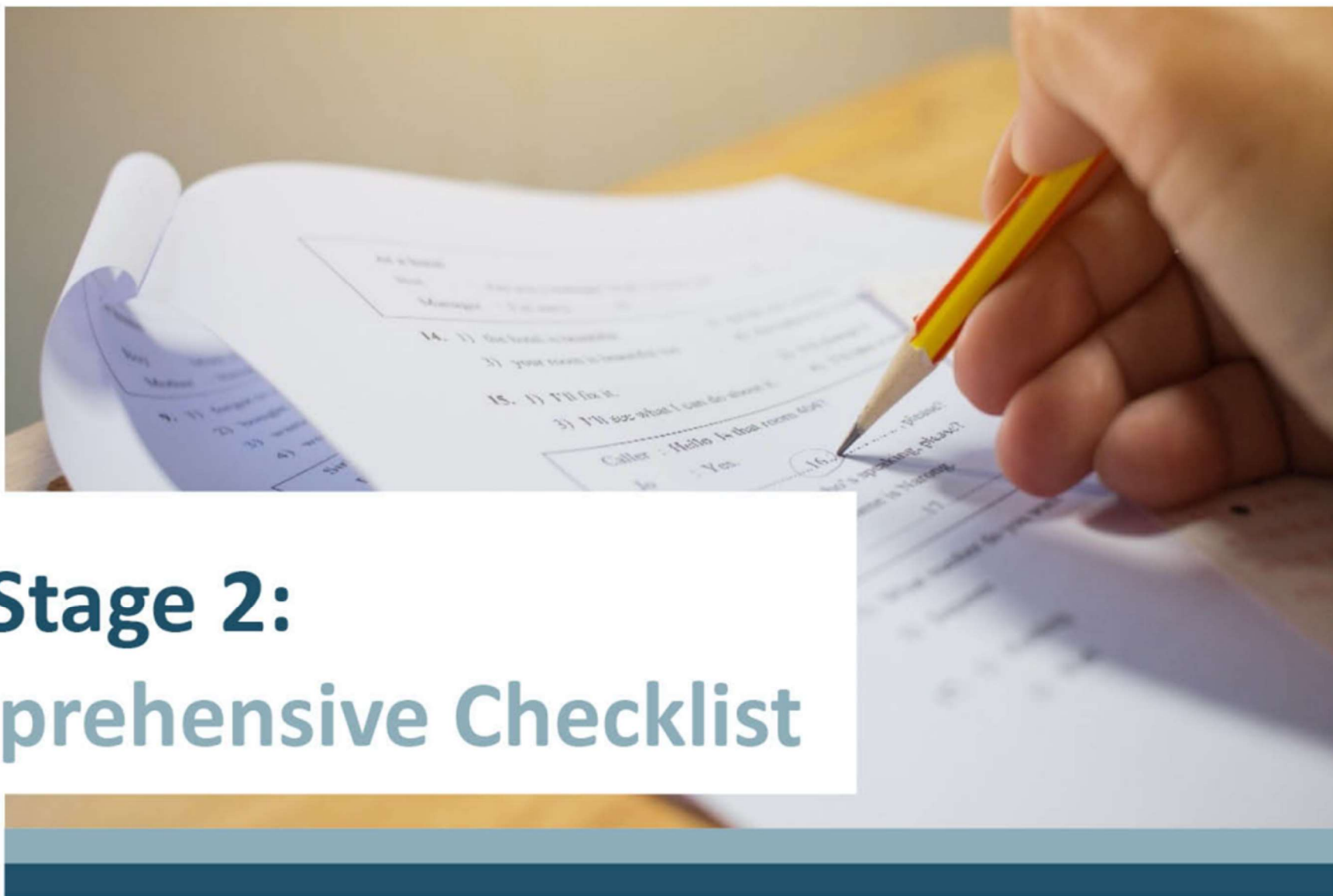
# Key Stage 1 Comprehensive Checklist

Highlight statements that are concerns.

Name of Child \_\_\_\_\_ Class \_\_\_\_\_ Year Group \_\_\_\_\_ Class Teacher \_\_\_\_\_

Medical Needs		
Independence and participation The pupil requires support to...	Safety The pupil requires support to...	Energy levels The pupil needs support to...
Participate in aspects of school life e.g. playtime, lunch clubs, PE etc.  Learn how to be as independent as possible  Carry out age-appropriate self-care e.g. dressing change for PE  Carry out age-appropriate self-care e.g. feeding  Eat because of difficulties with chewing and swallowing  Drink because of difficulties with swallowing  Carry out age-appropriate self-care e.g. toileting  Be aware of toileting needs  Achieve continence  Manage constipation  Manage medication/ medical procedures	Avoid contact with any known triggers e.g. allergic reactions to known substances such as peanuts or lactose  Access curriculum activities by having staff adapt them to accommodate physical needs e.g. zoning an area in PE so a child does not get knocked  Ensure safety when driving a powered chair  Manage medical needs with adult on hand to monitor condition  Fully access the curriculum (N.B: a risk assessment and handling plan must be in place if moving and handling is required)  Evacuate a building in the event of an emergency (N.B: a personal emergency evacuation plan (peep) must be in place)	Complete tasks that require sustained strength  Access activities involving throwing and catching or using a bat & ball  Participate in PE lessons  Combat fatigue linked to the condition/ medication/ pain levels and  Poor sleep patterns /lack of sleep  Maintain full time attendance at school  Manage the impact of fatigue levels on the ability to concentrate and keep up with school work, whilst in school  Pace themselves throughout the day and week  Manage the impact of fatigue levels on the ability to socialise or do  School work outside of school
Other		





Appendix 5

# Key Stage 2: Comprehensive Checklist

### **Cognition and Learning Difficulties**

- Specific Learning Difficulties (SPLD)  
*e.g. Dyslexia, Dyscalculia*
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

### **Social, Emotional and/or Mental Needs**

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

### **Communication and Interaction Needs**

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

### **Sensory and/or Physical Needs**

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

# Key Stage 2 Comprehensive Checklist

Highlight statements that are concerns.

Name of Child \_\_\_\_\_ Class \_\_\_\_\_ Year Group \_\_\_\_\_ Class Teacher \_\_\_\_\_

Communication and Interaction					
Social language, interaction and play	Attention and listening	Flexibility of thought	Receptive language (understanding)	Expressive (spoken)	Speech clarity
The pupil requires support to...	The pupil requires support to...	The pupil requires support to...	The pupil requires support to...	The pupil requires support to...	The pupil requires support to...
<p>Develop self-confidence and establish a positive self-image</p> <p>Communicate feelings of frustration appropriately with peers</p> <p>Understand and comply with the rules of social interaction e.g. turn taking, eye contact, listening to others, participating in playground games, group work</p> <p>Negotiate and problem solve without high levels of distress</p> <p>Engage in imaginative and interactive play share equipment</p> <p>Work or play interactively</p>	<p>Participate in classroom activities dependent on listening</p> <p>Maintain attention and work at same pace as peers in a range of learning situations</p> <p>Manage transition from one activity to another easily</p> <p>Demonstrate shared attention with others e.g. sharing looking at a book</p> <p>Appropriately seek adult attention</p> <p>Manage distractions from peers/environment and minimise self-distraction</p>	<p>Follow another person's agenda</p> <p>Manage preference for things to be the same e.g. the same seat or place for equipment</p> <p>Manage reliance on preferred objects, topics or activities</p> <p>Make appropriate choices or decisions particularly at unstructured times</p> <p>Manage over-arousal or frustration especially at transition times</p> <p>Manage reaction to specific changes to routine or unexpected outcomes e.g. trips, Christmas play engage and learn in creative /open-ended tasks</p>	<p>Understand conversations, questions, complex sentences and instructions e.g. remembers the beginning of longer instructions retained by the majority of peers</p> <p>Remember words that pupils of that age would be expected to know</p> <p>Understand new vocabulary and concepts, including abstract information e.g. time, space, quantities</p> <p>Answer questions following a class discussion or DVD</p> <p>Avoid literal interpretation of language and understand humour and sarcasm</p>	<p>Consistently and correctly use pronouns, irregular past tenses, plurals and words such as is/are, the ,to</p> <p>Retain and use specific vocabulary e.g. topic words</p> <p>'Find specific words' – do they over-use general words like 'thingy', 'that', use the wrong words for things – 'shark' instead of 'whale', make up their own words like 'cuttergrasser' (lawnmower) or use lots of fillers – 'um', 'er', 'like'</p> <p>Make relevant contributions to class/group discussion</p> <p>Use narrative skills successfully e.g. tell a story and recall past events</p>	<p>Develop more mature speech sounds in one/a few specific area eg. avoiding simplifying consonant blends such as 'moke' for smoke'</p> <p>Make themselves understood in all situations e.g. may use strategies other than speech to communicate</p>



<p>Understand and follow social rules e.g. personal space, inappropriate licking, taking turns in conversations</p> <p>Understand and follow the rules of privacy online.</p> <p>Develop awareness and degree of control over socially inappropriate behaviour and ability to show appropriate behaviour despite difficulties e.g. develop alternative ways to manage anxiety, frustration, need for routine</p> <p>Develop awareness of consequences to actions e.g. hurting others</p> <p>Comply with requests and respond to rewards/ consequences</p> <p>Respond to the needs of others e.g. finds a different friend when a peer doesn't want to play</p>			<p>Interpret non-verbal language such as facial expressions, gesture and tone of voice</p> <p>Apply and transfer knowledge and vocabulary/concepts across subjects or situations</p> <p>Understand the difference between facts/reality and fiction/fantasy</p>	<p>(Y5/6) express and discuss anxiety/other emotions e.g. related to secondary transition</p>	
<p>Other</p>					





# Key Stage 2 Comprehensive Checklist

Highlight statements that are concerns.

Name of Child \_\_\_\_\_ Class \_\_\_\_\_ Year Group \_\_\_\_\_ Class Teacher \_\_\_\_\_

## Cognition and Learning Years 3/4

Reading	Phonics	Recording	Maths	Attitude/approach to learning
The pupil requires support to...	The pupil requires support to...	The pupil requires support to...	The pupil requires support to...	The pupil requires support to...
<p>Use language skills to support decoding</p> <p>Read many of the regular and exception words from the first 100 high-frequency words</p> <p>Become familiar with a wide range of stories and retell them to others</p> <p>Understand reading materials as a result of continuing effortful decoding, low reading rate or limited language skills, and despite well-founded intervention to encourage comprehension strategies</p> <p>Use phonic knowledge where useful</p>	<p>Recognise syllables, alliteration and rhyme</p> <p>Automatically recognise single letters and most common digraphs</p> <p>Read quickly those words the pupil encounters repeatedly</p> <p>Use phonic skills such as blending and segmenting despite well-founded intervention and considerable opportunity for development</p>	<p>Consistently write lower and upper case letters</p> <p>Develop cursive handwriting</p> <p>Spell many of the regular and exception words from the first 100 high frequency words, and from statutory spelling lists for Y3/4</p> <p>Write simple sentences with simple punctuation</p> <p>Record ideas, using simple assistive technology</p> <p>Acquire and develop simple planning strategies; e.g. use a writing frame or simple concept map</p>	<p>Recognise the place value of each digit in two digit numbers e.g. tens, ones</p> <p>Recall early number/multiplication facts quickly (e.g. number bonds to 20, 2x/5x/10x tables) with ongoing use of 'hands-on' resources</p> <p>Understand that simple addition and multiplication can be carried out in any order, using 'hands-on' resources</p> <p>Recognise simple fractions in diagrams and begin to understand equivalence</p> <p>Compare and order quantities: weights, lengths, capacities etc</p> <p>Name basic shapes and solids</p>	<p>Maintain attention and interest on an adult directed task</p> <p>Shows independence in carrying out task instructions or will seek support when unsure</p> <p>Persevere with difficult tasks</p>
Cognition and Learning Years 5/6				
<p>Use language and comprehension skills to support the reading of unfamiliar words read the majority of the regular and exception words from the first 100 high-frequency words</p>		<p>Record ideas with reasonable accuracy use simple punctuation consistently</p> <p>Spell most of the regular and exception words from the first 100 high-frequency</p>	<p>Recognise the place value of each digit in three digit numbers (i.e. hundreds, tens, ones)</p>	<p>Maintain positive attitude to literacy and numeracy</p> <p>Maintain attention and interest on adult directed tasks</p>



<p>Read with good accuracy and at a rate to support effective comprehension</p> <p>Demonstrate independence, fluency or enthusiasm when reading</p> <p>Extract meaning from a text e.g. identify the main point, make a prediction based on the text, justify their viewpoint read new words outside their spoken vocabulary, using a range of strategies including phonic knowledge</p>		<p>Words, and from the statutory spelling lists for y3/4/5</p> <p>Sequence ideas (even when using learnt strategies) e.g. to order and record events within a story</p> <p>Use a spelling dictionary or personal spelling support list</p>	<p>Recall number/multiplication facts (up to 10x) including with on-going use of 'hands-on' resources</p> <p>Use formal written methods consistently for (columnar) addition and subtraction, when adding or subtracting three digit numbers</p> <p>Carry out routine mental arithmetic</p> <p>Use money in practical situations</p> <p>Read and record time using 12hr/24hr analogue/digital clock</p> <p>Understand and use simple fractions, using diagrams and 'hands-on' resources</p>	<p>Persevere with difficult tasks use learnt strategies e.g. mind-mapping, use of taught mnemonics, writing frames etc.</p>
<p>Other</p>				



# Key Stage 2 Comprehensive Checklist

Highlight statements that are concerns.

Name of Child \_\_\_\_\_ Class \_\_\_\_\_ Year Group \_\_\_\_\_ Class Teacher \_\_\_\_\_

Social, Emotional and Mental Health Needs		
Social development	Emotional development And mental health	Self-regulation
The pupil requires support to...	The pupil requires support to...	The pupil requires support to...
<ul style="list-style-type: none"> <li>Form and maintain basic relationships</li> <li>Accept and adhere to school boundaries and expectations</li> <li>Respect another's personal space</li> <li>Accept friendly approaches from other pupils</li> <li>Be polite towards adults</li> <li>Be calm and considerate to others</li> <li>Help other pupils when they are upset</li> <li>Await their turn in a group</li> <li>Share equipment or adults with other pupils</li> <li>Take part in an adult led group activity</li> <li>Ask for, or accept help appropriately</li> <li>Accept direction without argument</li> <li>Realise and accept the thoughts and views of another person</li> </ul>	<ul style="list-style-type: none"> <li>Notice, understand and respond appropriately to another's facial expressions which convey emotion.</li> <li>Recognise safety cues</li> <li>Think about another's feelings</li> <li>Discuss concerns with staff when upset</li> <li>Accept responsibility for good/poor choices</li> <li>Allow other class members to feel safe in their presence</li> <li>Be aware of behaviour that puts self or others at risk avoid self-harming behaviours</li> <li>Show happiness when appropriate e.g. receiving praise develop positive self-esteem and self-worth</li> <li>Develop sense of self identity and belonging within the school and wider context (community, home etc)</li> <li>Try things that are difficult</li> <li>Accept the sensitive correction of mistakes</li> <li>Make amends when relationships have been damaged or social bonds have been broken</li> </ul>	<ul style="list-style-type: none"> <li>Calm themselves after being upset</li> <li>Control angry feelings e.g. inhibit physical aggression towards pupils/adults</li> <li>Avoid being overwhelmed by excited feelings</li> <li>Avoid being overwhelmed by worried/anxious feelings</li> <li>Attend school consistently</li> <li>Stay on school site</li> <li>Focus or concentrate on an activity</li> <li>Give attention to adults</li> <li>Start adult directed activities</li> <li>Make safe, appropriate and purposeful use of materials provided</li> <li>Work alongside other pupils without interfering with them or causing a disturbance</li> <li>Think things through before acting</li> <li>Recognise and manage worried/anxious feelings so that they are not overwhelmed</li> </ul>



	<p>Identify in self and others basic feelings beyond happy/sad/angry such as excited, surprised or disappointed</p> <p>To make links between basic feelings and causative events</p> <p>To communicate their feelings to others e.g. say they feel sad because of a broken toy</p>	<p>Avoid calling out or singing at inappropriate times</p> <p>Display resilience when faced with a challenge</p>
Other		



# Key Stage 2 Comprehensive Checklist

Highlight statements that are concerns.

Name of Child \_\_\_\_\_ Class \_\_\_\_\_ Year Group \_\_\_\_\_ Class Teacher \_\_\_\_\_

## Physical and Sensory Needs

<b>Visual impairment</b> Behaviours noticed...	<b>Hearing impairment</b> Behaviours noticed...	<b>Fine motor skill development</b> The pupil requires support to...	<b>Gross motor development</b> The pupil requires support to...	<b>Sensory / perception</b> The pupil requires support to...	<b>Social and emotional</b> The pupil requires support to...
<p>Does the pupil hold books very close or at an unusual angle?</p> <p>Does the pupil fail to respond to non-verbal instructions e.g. facial expressions?</p> <p>Do they lose their place when reading, skip lines or struggle to find text on a page?</p> <p>Do they have difficulty finding dropped items?</p> <p>Do they close or cover one eye when reading or working on near/close activities?</p> <p>Do they show hesitancy when walking?</p> <p>Do they show lack of confidence in group activities?</p> <p>Do they have a short attention span when reading or writing?</p> <p>Do they have a poor or unusual sitting posture when reading?</p>	<p>Does the pupil tell you or do you know when their hearing aid isn't working?</p> <p>Does the pupil tell you when they haven't heard/understood what you have said?</p> <p>Do they ask you to repeat instructions?</p> <p>Does the pupil have issues with friendship groups or issues with socialising with peers?</p> <p>How often does the pupil become distracted/ lose focus in comparison to peers?</p> <p>After instruction, does the pupil have difficulty in starting the task (e.g. looks at other pupils or asks for help)?</p> <p>Does the pupil complain about/become upset by loud sounds?</p>	<p>Form these pre-writing shapes</p> <p style="text-align: center;">▽ × / □ \ + ○ -  </p> <p>Record work by writing with a pen or pencil e.g. poor letter formation, slow speed of recording, difficulty recording ideas</p> <p>Record work by using an ordinary keyboard because they have poor keyboard skills or limited dexterity to access the keys</p> <p>Control the mouse using a standard mouse or glidepad</p> <p>Manipulate tools e.g. scissors, rulers, mathematical equipment, construction equipment</p> <p>Managing two handed tasks e.g. holding a book and turning a page, cutting with scissors, using a knife and fork, doing up buttons</p> <p>Be accurate due to fatigue</p>	<p>Maintain sitting balance</p> <p>Maintain functional working position in the seat provided</p> <p>Sit still</p> <p>Maintain standing balance</p> <p>Move between equipment e.g. chair to standing, chair to floor walk</p> <p>Carry items whilst walking e.g. tray at dinner time</p> <p>Engage with tasks/activities at certain times of the day as physical skills may fluctuate or deteriorate</p> <p>Complete tasks that they used to be able to do because their gross motor skills are deteriorating</p> <p>Carry out prescribed physiotherapy activities in school</p>	<p>Access activities involving shape, size and position e.g. puzzles, tables, graphs</p> <p>Organise themselves to be ready to complete a task</p> <p>Be aware of others who may be in their physical space (as they may unknowingly knock into them)</p> <p>Learn new physical skills follow age appropriate instructions</p> <p>Concentrate on the task in hand</p>	<p>Develop and maintain social relationships that may be compromised by repeated or prolonged absence</p> <p>Take part in some classroom or social activities due to restricted mobility e.g. a wheelchair user whose peers play football at lunchtime, a child who walks with a frame so cannot run around the playground with their peers</p> <p>Maintain self-esteem</p> <p>Enhance verbal communication as they have difficulty using gesture, facial expression and body language</p> <p>Interpret gesture, facial expression and body language which support verbal communication</p> <p>Understand and cope with their emotional needs relating to their condition</p>

<p>Does the pupil tilt their head excessively to one side up, or down?</p> <p>Do they make excessive head movements when reading?</p> <p>Does the pupil squint or frown to see the board clearly?</p> <p>Does the pupil ask to move closer to the board when it is being used?</p> <p>Do they bump into things or knock things over?</p> <p>Do they have, poor hand/eye co-ordination?</p> <p>Do they have poor memory and concentration?</p> <p>Is the pupil nervous, irritable, tense or restless after maintaining visual concentration? Does the pupil make errors whilst copying</p>	<p>In a quiet place do they respond to a familiar voice or to their name the first time you call when they can't see your face? E.g. do they turn their head and smile, look up, and respond verbally?</p> <p>Does the pupil have difficulty expressing their needs clearly?</p> <p>Is the pupil difficult to understand if the context is not known?</p> <p>Does the pupil use alternative means to speech to try and express themselves e.g. gestures, taking and pointing</p> <p>Does the pupil withdraw from social situations? Is their speech grammatically immature? i.e. 'me want car'</p> <p>Does the pupil have an immature sound system i.e. bish for fish Is their language non-specific i.e. 'that one', 'over there'</p> <p>Are they very quiet in group situations?</p> <p>Does the pupil show signs of fatigue</p> <p>Is the pupil making less than expected progress in phonics?</p> <p>Does the pupil have difficulty joining in appropriately with playground games?</p>	<p>Complete tasks of daily living e.g. dressing, wiping their face, eating</p> <p>Complete tasks that they used to be able to do because their fine motor skills are deteriorating</p> <p>Complete tasks as it takes significantly longer than their peers</p>			
<p>Other</p>					



# Key Stage 2 Comprehensive Checklist

Highlight statements that are concerns.

Name of Child \_\_\_\_\_ Class \_\_\_\_\_ Year Group \_\_\_\_\_ Class Teacher \_\_\_\_\_

Medical Needs		
Independence and participation The pupil requires support to...	Safety The pupil requires support to...	Energy levels The pupil needs support to...
<p>Participate in aspects of school life e.g. playtime, lunch clubs, PE etc.</p> <p>Learn how to be as independent as possible</p> <p>Carry out age-appropriate self-care e.g. dressing change for PE</p> <p>Carry out age-appropriate self-care e.g. feeding</p> <p>Eat because of difficulties with chewing and swallowing</p> <p>Drink because of difficulties with swallowing</p> <p>Carry out age-appropriate self-care e.g. toileting</p> <p>Be aware of toileting needs</p> <p>Achieve continence</p> <p>Manage constipation</p> <p>Manage medication/ medical procedures</p>	<p>Avoid contact with any known triggers e.g. allergic reactions to known substances such as peanuts or lactose</p> <p>Access curriculum activities by having staff adapt them to accommodate physical needs e.g. having a practical assistant in practical lessons</p> <p>Ensure safety when driving a powered chair</p> <p>Access curriculum activities by having staff adapt them to accommodate their medical needs e.g. a science experiment, making it safe for a pupil using oxygen</p> <p>Manage medical needs with adult on hand to monitor condition</p> <p>Fully access the curriculum (N.B: a risk assessment and handling plan must be in place if moving and handling is required)</p> <p>Evacuate a building in the event of an emergency (N.B: a personal emergency evacuation plan (peep) must be in place)</p>	<p>Complete tasks that require sustained strength</p> <p>Access activities involving throwing and catching or using a bat &amp; ball</p> <p>Participate in PE lessons</p> <p>Combat fatigue linked to the condition/ medication/ pain levels and poor sleep patterns /lack of sleep</p> <p>Maintain full time attendance at school</p> <p>Manage the impact of fatigue levels on the ability to concentrate and keep up with school work, whilst in school</p> <p>Pace themselves throughout the day and week manage the impact of fatigue levels on the ability to socialise or do school work outside of school</p>
Other		





Appendix 7

# Provision



## SEND CONCERN

Communication and Interaction	Cognition and Learning	Sensory and/or Physical	Social, Emotional, Mental Health
<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Structured school and classroom routines</li> <li>• Warning of change</li> <li>• Differentiated curriculum delivery e.g. simplified language</li> <li>• Increased visual aids/modelling</li> <li>• Visual timetables</li> <li>• Use of symbols</li> <li>• Use of signing (Makaton)</li> <li>• ICT programmes to support language</li> <li>• Small world play and role Play</li> <li>• Repetition/clarification of instructions</li> <li>• Opportunities to work with younger/older pupils</li> <li>• Teaching listening through circle time games</li> <li>• Role play situations/Drama</li> <li>• 'Show and tell' / speaking opportunities</li> <li>• Regular and planned parental liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated tasks</li> <li>• Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording</li> <li>• Repetition/clarification of instructions</li> <li>• Differentiated output or outcome e.g. use of ICT, fewer sentences</li> <li>• Increased visual aids/modelling etc.</li> <li>• Visual timetables</li> <li>• Alphabet, word and number charts, mats, banks etc.</li> <li>• Use of puzzles and games</li> <li>• Cooking</li> <li>• Illustrated dictionaries</li> <li>• Use of writing frames</li> <li>• Ensuring appropriate reading material available from other year groups</li> <li>• Weekly spelling lists (phonics led)</li> <li>• Touch-type sessions</li> <li>• Multi-sensory phonics approach e.g. Read Write Inc.</li> <li>• Regular and planned parental liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible seating arrangements</li> <li>• Handwriting/fine motor control programme</li> <li>• Specialist resources – pencil grips, triangular pencils, variety of types of scissors</li> <li>• Multi-sensory equipment</li> <li>• Construction</li> <li>• Tools and Materials e.g. brushes/pencils, collage</li> <li>• Range of equipment &amp; opportunities for balancing, exploring etc.</li> <li>• Brain gym exercises</li> <li>• Sand and water play</li> <li>• Provision of left handed equipment</li> <li>• Written signs for class labels in classes</li> <li>• Regular and planned parental liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school behaviour policy</li> <li>• Positive behaviour strategies</li> <li>• Consistent and progressive sanction system for when rules broken</li> <li>• Structured school and classroom routines</li> <li>• Positive reward systems</li> <li>• Class Council</li> <li>• Teaching listening through circle time games</li> <li>• Use of puzzles and games</li> <li>• Involvement in after school clubs</li> <li>• Individual roles and responsibilities</li> <li>• Support of lunchtime supervisors at lunchtime</li> <li>• Progressive SMSC, PSHE, SRE curriculum</li> <li>• VAK – variety of teaching styles used to suit pupils</li> <li>• Visual timetables</li> <li>• Use of symbols</li> <li>• Use of first hand experiences to stimulate learning</li> <li>• Regular and planned parental liaison</li> </ul>

## School Support/EHCP

Communication and Interaction (including ASD)	Cognition and Learning (including Dyslexia)	Sensory and/or Physical (including disabilities)	Social, Mental and Emotional Health (including ADHD)
<ul style="list-style-type: none"> <li>• Speech and Language support groups</li> <li>• Social communication groups</li> <li>• Use of communication cards/ picture cards.</li> <li>• Extended transition – vulnerable pupils</li> <li>• Attention and Listening groups</li> <li>• ISP - individual support plan with specific targets</li> <li>• Individual Speech therapy programmes – delivered by Speech therapist and trained TA</li> <li>• Individual visual timetables / schedule</li> <li>• Individual ICT programmes</li> <li>• Access to own work station for part of day/all day</li> <li>• Individual transition programme</li> <li>• Social stories</li> <li>• Outside agency advice</li> <li>• Outreach speech and language support</li> <li>• Individual risk assessments</li> <li>• Frequent and consistent home school liaison</li> <li>• Use of specialist resources e.g. ear defenders</li> <li>• Use of learning breaks</li> </ul>	<ul style="list-style-type: none"> <li>• In-class TA support for literacy</li> <li>• In-class TA support for Numeracy</li> <li>• Visual/auditory perception group activities</li> <li>• Differentiated resources</li> <li>• Multi-sensory letter work &amp; spelling programmes</li> <li>• Group use of ICT programmes</li> <li>• Small group of support for literacy outside class e.g. RWInc,</li> <li>• Small group of support for maths outside class.</li> <li>• Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats</li> <li>• Pre-teaching group sessions</li> <li>• ISP - individual targets</li> <li>• Pre-teaching of class learning</li> <li>• Reinforcement practice of class learning</li> <li>• Individual speech programmes</li> <li>• Use of individual ICT programmes targeting learning.</li> <li>• One to one support for literacy outside class e.g. RWInc,</li> <li>• One to one support for maths outside class e.g. success at arithmetic</li> <li>• Toe by Toe</li> <li>• List of current and future topic words</li> <li>• Wave 3 targeted assessment and support for maths with class TAs or individual 1-1 TA</li> <li>• TA support daily with support plan targets</li> <li>• Individual arrangements for SATs</li> <li>• Additional planning and arrangements for transition</li> <li>• Outside agency advice and support (Educational Psychologist, Advisory Teachers , Outreach from specialist provisions)</li> <li>• One to one support for pupils with EAL.</li> <li>• Efficient word processing</li> <li>• Booster classes</li> <li>• Frequent and consistent home school liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Fine Motor skills programme</li> <li>• Gross Motor skills programme</li> <li>• TA support in PE/dance/games</li> <li>• Differentiated PE resources – spider balls, balloon balls etc.</li> <li>• Sports events – additional preparation</li> <li>• Handwriting scheme</li> <li>• ISP - individual targets</li> <li>• Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc</li> <li>• Individual handwriting/fine motor skills work</li> <li>• TA support/monitoring at lunchtimes</li> <li>• Individual planning and arrangements for transition</li> <li>• Outside agency advice (physiotherapist, hearing impairment, visual impairment services)</li> <li>• Individual risk assessment</li> <li>• Individual intimate care plan</li> <li>• Access to enlarged resources</li> <li>• Awareness of fatigue</li> <li>• Scribe provided</li> <li>• Seating arrangements (r-handed, l-handed etc)</li> <li>• Handwriting programme</li> <li>• Physio exercises</li> <li>• Classroom access</li> <li>• Adjustment to classroom/school environment.</li> <li>• Ear defenders</li> <li>• Stress toys</li> <li>• Other sensory aids</li> <li>• Additional transition arrangements</li> <li>• Frequent and consistent home school liaison</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative playtime/lunchtime provision</li> <li>• Nurture class provision</li> <li>• Bereavement group</li> <li>• Pastoral support groups inc: Drawing and talking, Art techniques, Play based approach, social skills</li> <li>• Mindfulness</li> <li>• Use of personal emotional dictionaries</li> <li>• Individual Behaviour Plan</li> <li>• ISP - individual targets</li> <li>• Individual risk assessments</li> <li>• Individual reward/sanction systems</li> <li>• TA support – communication of feelings</li> <li>• TA support individual</li> <li>• Playtime monitoring</li> <li>• Anger Management</li> <li>• Input from pastoral team</li> <li>• THRIVE</li> <li>• Individual seating or work station for aiding concentration for part of day</li> <li>• Home school liaison book</li> <li>• Time out system and safe space</li> <li>• Additional transition arrangements</li> <li>• Internal seclusion</li> <li>• Planned used of physical positive handling</li> <li>• CAMHS involvement and referral</li> <li>• Bereavement support</li> <li>• Early Help intervention</li> <li>• Daily 'check-ins' with named children</li> <li>• Referral to family support worker</li> <li>• Referral to attendance officer</li> <li>• Outside agency advice and support (Educational Psychologist, Mayfield, Chestnut)</li> <li>• Intimate care plan</li> <li>• Educated other than at school</li> <li>• Regular time in Paradise base with trained THRIVE</li> <li>• School Counsellor</li> <li>• Frequent and consistent contact with Parents/carers - daily/weekly</li> </ul>