



Diocese of Norwich
Education and
Academies Trust

Special Educational Needs and Disability Policy

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Our Christian Ethos and Values

All policies within the Diocese of Norwich Education and Academies Trust hereafter referred to as “the Trust”), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We have high ambition for all, and we truly value the wider educational experience.

We walk and talk our Christian values. We put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Head Teacher. The Head Teacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust’s policies.

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This Policy is incorporating the Special Educational Needs information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and to be read in conjunction with the Academy SEND Information Report (see Appendix 1)

From 1 September 2014, Part 3 of the Children and Families Act 2014, its associated regulation Code of Practice will be in force, and all organisations must have regard to the Code of Practice. Broad areas of SEN are detailed in paragraphs 6.28-6.35 of the Code of Practice:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

This Policy document takes account of the Equality Act 2010 and the regulations under the Children and Families Bill September 2014

Policy Statement

All pupils in the DNEAT family of Academies are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential.

Flourish Federation (hereafter referred to as “the Academy”) believes that:

- All pupils with SEND are entitled to a broad and balanced curriculum.
- Pupils’ learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the Academy schools are responsible for meeting the needs of their pupils using Quality First teaching.
- All staff will use their “best endeavours” to meet the pupil’s needs.
- Parents/Carers play an important role in each Academy supporting their pupils.
- Pupils are expected to be active learners and will be consulted alongside their parents/carers to secure their success within each Academy.

- Pupils should be educated in a happy, caring and stimulating environment where everyone feels valued and able to achieve the best that they can.

What is a Special Educational Need?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning that requires provision that is in addition to or different from others
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of practice September 2014)

What is Disability?

The Equality Act 2010 definition is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equalities Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Aims and Objectives of the SEND Policy are

- That all pupils access an ambitious curriculum.
- To provide quality first teaching.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain the high levels of satisfaction and participation from pupils, parents and carers.
- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocations and choice of interventions is leading to good learning outcomes.
- To promote pupils’ self-esteem and emotional wellbeing to help them form and maintain worthwhile relationships based on respect from themselves and others.
- To provide continuing professional development so that staff will feel they have the expertise to meet the pupil’s needs.
- To work in a cooperative partnership with the Local Authority and other outside agencies to ensure a multi-professional approach is utilised for the best interests of vulnerable learners.

Whole Academy strategies to support pupils with SEND

- Pupils will have access to Quality First teaching - examples to be referenced within the SEN Information Report. Class and subject teachers may be supported, where appropriate by

teaching assistants or other experts who provide individual or group support dependent on the identified needs of the learner.

- The four-part graduated response introduced in the Code of Practice 2014 will be utilised to identify those pupils who need additional SEND Support. The graduated response is an ongoing cycle of assess, plan, do, and review.
- Those pupils who have 'significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' may have either a Statement of Special Educational Needs (prior to September 2014) or an Education, Health and Care plan (post September 2014). These pupils will have an Annual Review.

Roles & Responsibilities

All staff at the Academy have responsibility for implementing this policy and to maximising the achievements and opportunity of all pupils with SEND and vulnerable learners.

The Headteacher is responsible for ensuring the policy is implemented consistently and effectively. The progress and strategic decision which ensure pupil's reach their potential is the key responsibility of the Headteacher.

Progress of all pupils with SEND and vulnerable learners will be demonstrated through:

- Analysis of attainment and progress data
- Analysis of progress through the 7Cs
- Consideration of the whole academy provision map
- Pupil progress meetings with individual teachers
- Individual learning plans, which are in addition to or different from typical curriculum provision
- Regular meetings with the Special Educational Needs Coordinator (SENCO)
- Discussions with parents/carers and pupils.
- Case sampling

The Headteacher must ensure that the Academy publishes an Academy SEND Information Report (appendix 1) on its website as set out in the Code of Practice.

The Headteacher and local governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).

This person will complete the following tasks in order to fulfil the Code of Practice 2014:

- Identify pupils with a special educational need and those who are disabled and those with a medical need
- Develop a Provision Map which evidences provision that is 'additional to or different' from the curriculum for all pupils with SEN in the Academy.
- Coordinate provision for pupils with SEND.
- Liaise and advise class and subject teachers as necessary.
- Manage teaching assistants employed specifically to support pupils with SEND.
- Oversee the records of pupils with SEND
- Identify and then contribute to in-service training for staff within the school.
- In conjunction with the class/subject teacher liaise with the parents/carers.

- Coordinate the Annual Review for pupils with Education Health and Care plans.
- Monitor the Academy's system of Learning Plans or Pupil Passports.
- Liaise with the Academy Governors, keeping the link Governor up-to-date with key national and academy-based issues.
- Attend meetings or training specific to the role of SENCO as appropriate.
- Liaise with visiting professionals who support the vulnerable learner.

The Class or subject teacher will in consultation with the SENCO

- Agree which pupils are vulnerable learners and those who may have SEN or are disabled or have a medical need.
- Identify which pupils are underachieving and need to have access to additional interventions but do not necessarily have SEN.
- Identify which pupils require additional support due to their special needs and therefore need a Learning Plan or Pupil Passport.
- Secure good teaching outcomes by providing quality first teaching and reasonable adjustments as a standard classroom technique.
- Ensure pupils have access to appropriate support, including resources, to ensure the barriers to learning are reduced.

Staff training

All staffing appointments to support pupils with SEND and vulnerable learners will be carried out in accordance with Equal Opportunities legislation, employment law, safer recruitment and best practice. It is an expectation that all SENCOs will have or study for the 'National Award in SEN Co-ordination'. Staff training will be offered as needs are identified.

Partnership with Parents / Carers

In line with the Code of Practice 2014 Parents/Carers are vital partners in the pupil's journey through their Academy life. There will be regular parents/carers consultation events which will bring the two parties together to ensure that their pupil's reaches their potential.

The Code of Practice very much places the parents/carers and their child at the centre of the support and ensures their voices and opinions are heard in the partnership with the Academy. Parents/Carers are encouraged to speak directly to their child's class or subject teacher if any need arises.

Voice of the Pupil

The Academy recognises the emphasis placed on educational establishments to ensure that pupils are consulted where appropriate, are part of the monitoring of progress and are involved in decisions around their education.

To achieve this the Academy will encourage pupils to express their views about their learning, help them to identify their own targets and needs and be part of the graduated response.

Monitoring

The impact of this policy will be monitored through regular review and feedback from staff, children and parents/carers.

The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

Review

The policy will be reviewed annually or earlier if relevant.

Links to Other Policies

- Behaviour Policy
- Inclusion Policy
- Accessibility Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy
- Harassment & Discrimination including Racial Abuse Policy

APPENDIX 1: SEND Information Report

Created September 2024 and to be reviewed no later than July 2025

This Special Educational Needs & Disabilities (SEND) Information Report is designed to help parents have an understanding of the approach we have towards all pupils with SEND at Flourish Federation.

As it is a working document it will be reviewed and updated each year. We want to ensure that parents and pupils feel able to contribute and make suggestions as to how we can improve it.

If you want any more information about this report please do not hesitate to contact us.

The SEN Information Report is part of what is known as the Local Offer for learners with Special Educational Needs (SEN).

The Local Offer tells parents what is available in Norfolk for the support of their children.

Norfolk Local Offer <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Every year schools have to publish and include on their website, both the SEND Policy and an Information Report.

At Flourish Federation the staff work as a team and we hope you will feel able to contact any of us, so we can support you and your children.

SENDCo: Alexandra Otty send@flourishfed.co.uk

Executive Headteacher: Victoria McConnell

Link SEN Governor: John Robinson & Samantha Daykin

If you would like to speak to any of us please phone the office so that an appointment can be made for you.

Stibbard All Saints: 01328 829228

North Elmham: 01362 668318

At our Flourish Federation we want all our pupils to be able to take part in all learning opportunities. Our aim is to value all members of our school community by creating a welcoming and inclusive culture by being 'champions of need' through quality first teaching. Our school curriculum is a 'knowledge-rich curriculum' which is responsive to the diversity of children's backgrounds, interests, experiences, knowledge and skills. Please see our SEN policy, SEN profile, SEN levels of intervention & accessibility plan for further details. <https://www.flourishfed.com/policies/>

This is also in line with the SEND Code of Practice -

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

How we identify SEN needs

At different times in their school career a child or young person may have a special educational need.

However, the SEND Code of Practice defines SEND as

‘ A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person, has a learning difficulty or disability if they -

- a. Have a significantly greater difficulty in learning than the majority of others of the same age or
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Every teacher is expected to teach pupils on a range of levels that reflect their varying levels of understanding, as well as their interests.

Learners can fall behind in school for a variety of reasons. For example, they may have had a lot of absence from school or they may have had to change and move schools more often than most which has interrupted their opportunities to learn. They might not speak English very well or might have worries which may be distracting them and preventing them from learning.

Only those pupils who require additional to and different from quality first teaching will be identified as having SEND.

The 4 Categories of SEND:

1. Communication & Language

This might mean that the pupil has a difficulty with speech, language or communication (SLCN) i.e. they have problems with articulation and with making themselves understood or with understanding the meaning of what they hear and or read. This might lead to difficulties following instructions or taking part in conversations.

Some children may have Autistic Spectrum Disorder (ASD) which is a medically diagnosed condition often resulting in problems with making sense of the world around them, with understanding social situations, changes to routines, and with imagination. Pupils diagnosed with ASD have a wide range of difficulties and no child is just like another. Often their difficulties over-lap and present as other conditions, such as difficulties with coordination, movement and distractibility.

2. Cognition and Learning

Children with cognition and learning needs will learn at a slower rate than other children and may have difficulties with literacy, numeracy or understanding new concepts. Learning needs might be in addition to other special educational needs and often poor behaviour can be linked to learning difficulties. Some children may have a specific learning difficulty (SpLD) which might be linked to dyslexia (difficulties with learning to read and/or spell) to dyscalculia (problems with maths) to dyspraxia (coordination) or to dysgraphia (writing).

3. Social, Emotional & Mental Health Difficulties

There are lots of difficulties associated with social, emotional and mental health issues and some children will have had a recognised, medically diagnosed disorder.

Many others will not and these may be demonstrated by children finding it hard to concentrate, to work independently without causing disruption to others, to make and sustain friendships and to behave in an age appropriate way. In some cases children might be withdrawn or isolated and in others might present unco-operative, if not challenging, behaviours. When a pupil displays unusual mood swings, unpredictable behaviours or unexplained, medical symptoms, they might be showing signs of a mental health disorder. Some children may need a medical diagnosis and whenever appropriate, our school will support parents within this process.

4. Sensory and/or Physical needs.

Most children with sensory and/or physical needs will have their special educational needs met through differentiation of expectations. As set out within the Equality Act of 2010, needs will be met at Flourish Federation through adaptations to the curriculum, the tasks set and to the actual learning environment.

However, as advised within the SEN Code of Practice (2014) some children may need more specialist provision and we will do all we can to ensure that all SEN needs are met effectively.

If your child has been identified as having SEND, our job is to offer them something 'extra' that is additional to or different from the normally differentiated curriculum. Any additional provision or intervention is designed to overcome their barrier to learning and will be captured on their individual provision map. The levels of intervention shows what provision is offered at Flourish federation.

Our SEND Profile 2024 -2025 shows that we have identified% of pupils having SEND at 32.75 North Elmham and 20.36% at Stibbard (Nationally 18.4% overall SEN). See our more detailed SEN profile for further details.

How we assess SEND at Flourish Federation

The first people to notice a child having a difficulty within school will often be the child themselves, the parent/carer or support staff. This will trigger a discussion of how best to proceed and would usually involve parents/carers and the Class Teacher, in the first instance, before further discussion with the SENDCo (Special Educational Needs & Disabilities Coordinator).

Appropriate assessments of the learning difficulties and observation of the child within settings would be agreed and then carried out before discussing with parents/carers whether or not their child should be included on the SEN register. These assessments might include completing some Social and Behavioural Observation assessments. Also the BPVS (British Psychological Vocabulary Scale), Raven's matrices, Dyslexia screening, Wellcomm and Salford Sentence Reading Test.

When a child has been entered onto the SEN register a OPP and Learning portfolio will be completed which is based on the 7C's and includes a child's voice. The SENDCo will monitor and review their progress and offer appropriate advice to staff and parents/carers. Targets, support and progress will be shared with parents/carers.

For a number of children with more significant special needs we will often seek advice from specialist services after gaining permission from parents/carers.

These might include -

- Speech and Language Therapists
- Occupational Therapists
- Specialist Teachers of the Deaf or Visually Impaired
- Educational Psychology
- Supporting Smiles
- Child & Adolescent Mental Health Services
- Specialist Resource Bases
- School to School Advice (from Special Schools such as Fred Nicholson)
- Access through technology

What we do to Support Learners at Flourish Federation

Each of the teachers at Flourish Federation use a variety of strategies and whole class approaches in order to help all children learn.

Teachers also try to make sure, by using appropriate techniques, that all pupils with SEND are supported in all aspects of the curriculum and are enabled to take part in whole class activities.

This is a list of some of these strategies we use -

- Visual Timetables
- Writing frames,
- I pads, chromebooks, laptops & software (eg dyslexia gold and IDL)
- Positive behaviour rewards systems (e.g.dojos)
- Fidget toys
- Sensory techniques (e.g. sensory circuits)
- Writing slopes, pencil grips and a variety of aides to help children sit comfortably
- Coloured overlays or paper
- Ear defenders
- Distraction free work-stations
- Sandtimers

Sometimes children need support from another adult in the classroom or by being given that support either individually or within a small group outside of the classroom, for targeted and time limited sessions. The type of support varies according to the needs of the pupil.

Members of staff at Flourish Federation have had training in the use of a specific language programme (WellComm) to support our pupils and those children with speech, language and communication needs.

Staff at the 2 schools work closely together sharing knowledge, expertise and resources. Advice and training opportunities including those offered by Norfolk's SEND Virtual School, CEPP (The Child and Educational psychology Practice) and by the Educational Psychology and Specialist Service are utilised to full advantage.

How do we know if our support works?

As required within the SEN Code of Conduct we need to make sure that we monitor and regularly review the progress of our pupils with SEND. We are required to and therefore maintain a system of Assessment, Planning, Do and Review for our pupils with SEND .

Assess - using the information gathered from the pupil, parents, Teachers, TAs and SENDCo.

Plan - discussing with the pupil, parent & staff how we will support, using what, how often and when we will review the actions taken

Do - Various strategies, techniques and resources will be used to support the pupil. Plans will be put into action within the classroom, individually or within a small group for a specified length of time.

Review - the pupil's progress will be reviewed (termly) to see if the targets and activities have been effective & therefore appropriate. Together the parents & teachers will decide on the next best steps.

It is really important that the pupils are involved in the decisions made and at each stage of the cycle. Sometimes discussions will be between the Class Teacher, parents and children but can also involve the SENDCo. It is important that the child's strengths and weaknesses are noted and recorded before and after the intervention so that progress can be seen. Whenever possible the pupil's strengths and interests will be taken into account when planning the action.

The SENDCo checks that interventions being used within school are effective through monitoring of books, observations, pupil voice and data analysis. Governors monitor the school's ability to ensure provision is suitable for children with special educational needs and that the [Special Educational Needs Code of Practice](#) statutory duties are carried out with regard to the Equality Act of 2010.

Funding for SEND

As all schools, Flourish Federation receives from the Local Authority specific funding to support the needs of learners with SEND. This is known as the SEND Memorandum and is made available for anyone to view:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-training-0-25/schools/sen-funding-for-schools>

Financial year 24/25 North Elmham £52, 790

Financial year 24/25 Stibbard £42 311

When a school has a pupil with significant and persistent SEND, who necessitates a high level of support at a cost more than the allotted SEND funding, they can apply to the Local Authority for additional financial support.

In order to request this additional funding the school needs to submit appropriate evidence of how the pupil has been supported.

Other Opportunities for Learning within Flourish Federation

At Flourish Federation all pupils are encouraged and given the opportunity to take part in enrichment clubs or trips that are offered.

If any parent has concerns over their child and their access to such activities, they are encouraged to phone for an appointment and come into school to discuss this with the class teacher in the first instance.

At the Flourish Federation we also want to ensure that we support the needs of all children who are Looked After, adopted or who are subject to special Guardianship. The Designated Teacher for Looked After Children is Mrs A Otty. Her role will include offering support & advice to children, school staff as well as to the carers & parents to ensure that their individual needs are met effectively. Mrs Otty will monitor their progress and attendance, will contribute to their PEPs (Pupil Education Plan) and will liaise with the other professionals involved, including the Social Worker.

If you are worried your child is being bullied

Children with SEND can be vulnerable to bullying.

Flourish Federation takes all incidents of bullying seriously and we have a specific anti-bullying policy which includes our responses and strategies.

In the first instance any bullying concerns should be discussed with the class teacher.

<https://www.flourishfed.com/policies/>

Below are listed some useful websites for further information about bullying:

www.childline.org.uk/Bullying

www.kidscape.org.uk

www.anti-bullyingallegiance.org.uk

www.kidpower.org

Preparing for the next Step.

'Moving on' is part of life for all learners. Transition might be between one class and the next, to a new Teacher and TA or from one school to another.

At Flourish Federation we want to work with children and parents to make sure that such transitions are made smoothly and successfully for all our pupils. For children with SEND these changes can be more challenging than for some and so additional steps often need to be taken and special measures put in place to help them.

From the moment your child arrives at Flourish Federation, we start planning for their positive future - so they might become happy confident adults who are able to make a contribution to their community no matter what their disability or special need might be.

As mentioned at the very start of this SEN Information Report it is reviewed annually. We would appreciate any suggestions you have and invite you to contact any of the SEND Team with your contributions so that together we can make a difference. Opportunities for parents to share their ideas and opinions are also given at the termly SEN cafes and at the parent's forum.

Complaints procedure - the policy for concerns and complaints details all of the stages in this process.

<https://www.flourishfed.com/wp-content/uploads/2020/05/Concerns-Complaints-Policy.pdf>

APPENDIX 2: A Model of SEN provision

(see next sheet)

Levels of Intervention – Resources and Support 24/24

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
Universal Entitlement	<ul style="list-style-type: none"> ● Differentiated curriculum planning through outcomes and activities ● Working walls ● In class support from TAs ● Small guided group work ● Use of chrome books ● Use of dictionaries including ACE dictionary. ● Word banks ● Writing frames ● Voice Typing ● Challenge by choice ● Chunking learning facts ● Visual prompts ● Colourful semantics ● Stories as hooks into learning ● Use of apparatus to support maths e.g. Denes Blocks, number lines, multiplication grids etc ● EYFS - through free flow of indoor and outdoor provision 	<ul style="list-style-type: none"> ● Using appropriate levels of language – simplifying when needed. ● Visual aids ● Instructions set out clearly with the use of prompts and reminders to support learners. ● Repeating instructions and asking them to repeat back ● Summarise key points ● Pre-teach key words ● Check out understanding by asking questions ● Discussion, role play and modelling prior to writing. ● Clear timetabling including use of visual timetables ● Don't ask 1, ask 5 ● Choral response, I say, you say ● Pupils respond in full sentences ● Books as hooks ● EYFS - through free flow of indoor and outdoor provision 	<ul style="list-style-type: none"> ● Whole School Behaviour Policy and relationships policy ● Dojo / House points ● Praise effort & engagement ● Whole class Flourish lessons ● Whole school/Class collective worship ● Weekly celebration assembly ● Outdoor learning ● Quiet and reflective space in every classroom and reflective spaces outdoors ● Books as hooks ● Zones of Regulation/ Colour Monster ● EYFS - through free flow of indoor and outdoor provision 	<ul style="list-style-type: none"> ● Reduction of contrast on whiteboards to support pupils with visual stress. ● Adapt materials so more accessible ● Medical awareness and support for children with short- and long-term health conditions. ● Staff awareness of hearing and visual impairments and support required. ● Funky fingers and disco dough for Reception and Year 1 ● Whole class sensory and movement breaks ● Scaffold tasks so skills broken in to small steps ● Adapt working position ● Reduce environmental noise and sufficient light ● EYFS - through free flow of indoor and outdoor provision

<p>Level 1 Intervention</p>	<ul style="list-style-type: none"> ● Pre teaching of concepts ● Numbots ● Use of PiXL therapies ● Individual reading ● Multi-sensory spelling ● Working memory activities 	<ul style="list-style-type: none"> ● Wellcomm group intervention ● Literacy gold to increase basic reading and spelling for EAL pupils. ● Pastoral check ins - F&W sessions ● Social stories ● Social scenario discussion cards ● This and Then board ● Socially Speaking activities and game 	<ul style="list-style-type: none"> ● Additional transition work ● Work station ● Working towards board ● Socially speaking sessions ● Zones of regulation work ● This and Then boards ● Individual Reward Schemes ● Pastoral check ins 	<ul style="list-style-type: none"> ● Write from the start intervention ● Headphones or ear defenders ● Use of coloured overlays to support pupils with visual stress. ● Use of pencil grips as recommended by occupational therapists. ● Use of fidget toys as recommended by health professionals. ● Use of writing slopes as recommended by occupational therapists. ● Use of wobble cushions as recommended by health professionals. ● Use of scissors as recommended by occupational therapists. ● Provide sensory breaks ● Computer skills work
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Level 2 – Targeted Intervention	<ul style="list-style-type: none"> • Literacy Gold programmes • Precision teaching • IDL programmes • Power of 2 • Working memory intervention 	<ul style="list-style-type: none"> • Wellcomm intervention 1:1 • Speech sound production intervention 1:1 • ELSA sessions • DESTY sessions • Individual programme based on targets set by Speech and Language therapists • Social Groups 	<ul style="list-style-type: none"> • Meet and Greet and handover with parents / guardians • Soft starts • Additional transition sessions • ELSA sessions • DESTY sessions • Individual weekly 'check ins' • My choice, your choice my choice • Social stories • Risk reduction plan • Positive behaviour plan 	<ul style="list-style-type: none"> • Sensory Circuits • Visual perception activities • Use of laptops through access through technology • Speed up writing programme for individuals as recommended by occupational therapists. • Individual programmes set by occupational therapists, physiotherapists and other health care professionals • Use of laptop through laptops from access Through technology
Level 3 Intervention - Short and Long term outside involvement	<ul style="list-style-type: none"> • S2S • SEND Team • SCT – Group & 1:1 sessions • Educational Psychologist • Early Years Team • SRB outreach • SRB place 	<ul style="list-style-type: none"> • S2S • SEND team • SCT – Group & 1:1 session • Advice and targets from speech and language therapists • Educational Psychologist • Early Years Team • SRB 	<ul style="list-style-type: none"> • S2S • Inclusion & SEND Team • SCT – Group & 1:1 sessions • Educational Psychologist • Early Years Team • SRB • Emotional resilience Team • Supporting Smiles • CAHMs • Nelson's Journey • Young Carers • Daisy Project 	<ul style="list-style-type: none"> • S2S • SEND Team • SCT – Group & 1:1 sessions • Educational Psychologist • Early Years Team • Physiotherapist • Occupational therapist • School nursing Team • Sensory Support
Methods of Monitoring and Measuring Progress	<ul style="list-style-type: none"> • High frequency words Assessment • Common Exception Words Assessment • Phonics assessment 	<ul style="list-style-type: none"> • Well Comm Assessments • SALT Speech Sound production • BPVS 	<ul style="list-style-type: none"> • Risk calculator • Risk reduction plan • Positive behaviour plan • Behaviour logs • SDQ 	<ul style="list-style-type: none"> • Tracking screening • Visual stress screening • Literacy Gold convergence test

	<ul style="list-style-type: none"> ● Salford Reading and comprehensive age ● Single word spelling ● IDL numeracy screener ● IDL Literacy screener ● IDL numeracy by strand ● IDL multiplication times checker ● Literacy Gold Dyslexia screener ● Literacy Gold Reading test -based on the Burt Reading ● Literacy Gold spelling test – based on the Blackwell spelling ● Literacy Gold reading speed test ● Ravens ● Forwards and backwards digit ● CTOPP 2 ● WIATT 2 ● Key Maths 3 ● PiXL Assessments and therapies 	<ul style="list-style-type: none"> ● Literacy Gold word finding vocabulary test 	<ul style="list-style-type: none"> ● Home / school Communication book ● Star behaviour ● ABC tracking ● Anxiety mapping 	<ul style="list-style-type: none"> ● Literacy Gold auditory discrimination test ● Sensory Checklist
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