



Cockshutt C of E Primary School and Nursery
SEND School Information Report
(Updated September 2018)

The information in this report feeds into the Shropshire Council's Local Offer which details support, opportunities and services available to children and young people in their area who have SEND. To access the Shropshire Council Local Offer please click on the link below:

<https://shropshire.gov.uk/the-send-local-offer/>

Welcome to the Cockshutt Church of England Primary School and Nursery SEN Information Report. The purpose of this report is to fully inform you about the SEND provision and impact of the SEND policy at our school.

Cockshutt Church of England School is a small rural school, which also has Nursery provision. We are an inclusive school and we welcome all children regardless of need. We pride ourselves on knowing our children well and providing the personal care each individual child needs. Children with Special Needs are supported as appropriate to their needs. This may mean teachers modifying their teaching to match the needs of your child; your child being supported in a small group, an intervention programme put into place to help with an area of the curriculum your child is struggling with or possibly 1:1 support, depending on the needs of your child.

We have three classes and our governors aim to keep class sizes small where possible which enables teachers to know their children well and have the time to support them effectively. We all work well as a team and all staff will be aware of the needs of children with SEN. Mrs Catherine Wilson is the SENDCo and along with the headteacher we have a good understanding of the needs of each child and regularly monitors progress, attainment and the quality of teaching and behaviour to ensure all children have the support they need to reach their full potential and equip them with the skills they need to move onto the next stage of their education and adult life.

Our Mission Statement reflects our inclusive ethos:

'A Quality Education for All for Life'

Our aim is to support children with SEN to ensure we:

- enable children with SEN to achieve their best
- enable children with SEN to become confident individuals, living fulfilling lives
- support children to overcome learning barriers
- offer a broad and balanced curriculum to all pupils
- are skilled to make early identification of children with SEN and inform and seek guidance from parents and support services
- have high expectations of all pupils
- value the wellbeing, needs, learning and achievements of all individuals

1) What kinds of Special Educational Needs does Cockshutt Primary School make Provision for?

As an inclusive school, we have children with a range of differing Special Educational Needs. These needs are grouped under four headings:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication. Every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD); severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a

range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Please see the individual Provision Maps at the end of this document to see how we support children with different special needs at Cockshutt School.

2) How will Cockshutt School identify, assess and review my child's Special Educational Need?

What will happen if the school has a concern about my child?

As a school we feel that it is important to support your child as soon as we identify that they require additional support. We, as a school, understand the importance of early intervention.

Attainment and progress of all the children in Cockshutt C of E Primary School and Nursery is carefully tracked and monitored throughout the school year. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within the lesson. Alongside this informal assessment, throughout the school year, your child is assessed regularly by their class teacher. If the teacher, Head or SENDCo has any concerns resulting from the termly evaluation of the assessment data or your child's progress within lesson, these concerns will be discussed with you. They will also discuss additional interventions and support that they intend to put in place for your child.

The SENDCo meets regularly with the class teacher to evaluate and discuss the progress of all children including those with SEN. They also review the impact of any intervention strategy put into place.

If teachers have ongoing concerns, with parental consent, they may refer the child to an outside agency who can carry out further professional assessments and offer advice and support.

What will happen if my child is still not making the progress that you would expect?

If, after your child has been assessed by an external agency and they continue not to make the progress that you would expect, the school would consider applying for an Education, Health and Care assessment (this is where your child has a range of physical and academic assessments to see if they would benefit from additional support to enhance the support they already receive within the classroom). If so, they will receive an Education, Health and Care Plan (EHCPs)

What can I do if I have a concern about my child?

	<p>Cockshutt C of E School has an open door policy and we will always make the time to listen to your concerns at a mutually convenient time. If you would like to discuss your child with us then please either phone or come into school and make an appointment. Initial concerns should be discussed with your child's class teacher and possibly the school's SENDCo, Mrs Catherine Wilson.</p>
<p>3) How does Cockshutt School consult with parents of children with SEN and involve them in their child's education?</p>	<p>If your child is identified as having SEN you will be fully involved in discussions throughout the process. You will have had regular discussion with the class teacher and SENDCo and your thoughts and contributions will be of considerable value to the process, since you know your child best. Permission will also have been requested from you to refer your child to outside specialist support agencies such as Woodlands Outreach or the Speech Therapist. The reports from these specialists will be shared with you.</p> <p>Each term you will be invited to a Pupil Progress Meeting to identify your child's strengths and weaknesses and together plan a support package to enable your child to reach agreed targets which can be reflected on at the next meeting. These targets will feed into your child's Personal Learning Plan.</p>
<p>4) How does Cockshutt C of E School consult with children who have SEN and involve them in their education?</p>	<p>At Cockshutt C of E School we value the views and opinions of our pupils. Each year children have time with the class teacher to discuss their likes and interests, what they are good at and what they need to improve - targets. Each term these targets are reviewed and hopefully new targets set. They will also discuss who is going to help them and how. If appropriate, children may join in the Pupil Progress Meeting to share their thoughts on the support they have received and what they feel they need to focus on next.</p> <p>We also make sure that we celebrate our children's successes however big or small.</p>

<p>5) How does Cockshutt C of E School support children during transition including transition to secondary school?</p>	<p>Change can be a challenging for all children, particularly children with SEN. At Cockshutt C of E Primary School we work closely together throughout the school, so we can reduce the amount of anxiety that children may feel as they move from one class to the next. All children move up two weeks before the end of the last term so that they know their class routines and the teachers well before the long summer break. Sometimes, children with SEN will visit their new class for short times well before this to allay any fears.</p> <p>Our Year 5/6 teacher liaises closely with the SENDCo and the Head of Year 7 to ensure a smooth transition for children with SEN from primary to secondary school.</p>
<p>6) What is Cockshutt C of E School's approach to teaching children with SEN and how will he/she be supported?</p>	<p>At Cockshutt C of E School we believe that teaching is about meeting the needs of the child and our curriculum and environment are designed and adapted to enable children to effectively move onto the next steps in their learning journey. Our approach is to design our learning experiences so that they are personalised and accessible to all the children through effective planning and differentiation of lessons. We aim to provide stimulating and exciting learning experiences that all children can access at their individual levels. We have high expectations of all children including those children with SEN. If needed extra support is provided to enable children with SEN to take part in all aspects of the curriculum eg. trips etc.</p> <p>On top of this quality first teaching pupils with SEN also need 'additional' or 'different' support which is provided through intervention programmes. Pupils are assessed and intervention is planned to enable them to close a gap in their learning. This intervention may take the form of small group or 1:1 support with a clear aim and timescale identified. Once the intervention plan has been delivered the child's progress is measured to evaluate the effectiveness on the programme and consider what support is needed next.</p> <p>A small number of children may need and specific adaptation to the learning environment such as a</p>

	<p>sloping board or specialist chair.</p> <p>Together the class teachers and Head will make decisions about the effective use of resources including support materials and teaching assistants who will be allocated carefully according to their skills and experience.</p>
<p>7) How does Cockshutt School evaluate the effectiveness of the provision for pupils with Special Educational needs</p>	<p>At Cockshutt school we have a robust system of self-evaluation. As a part of this process we evaluate the effectiveness of the provision for pupils with SEN. Each term the Senior Leadership Team meet to evaluate and reflect on data, including data on attainment, progress and the quality of teaching and learning. The Governors receive a report each term on each of these areas and these are discussed by the Curriculum and Standards Committee.</p> <p>All intervention programmes and the attainment and progress of children with SEN are reviewed each term and evaluated at the Pupil Progress Meeting with all staff involved in supporting the child and parents.</p> <p>The Local Authority School Performance Monitoring Summary :</p> <p><i>"They are taught to read accurately and fluently and any pupils who have fallen behind are helped to make rapid progress in their reading. Well timed and appropriate intervention enables pupils, including those with special educational needs, to reach their potential. Deliberate and effective action is taken, within the school's inclusive Christian ethos, to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development, and their physical wellbeing. There is a positive climate for learning throughout the school. "</i></p>

	<p>The Last Ofsted report noted that:</p> <p><i>"Those pupils with moderate learning difficulties are integrated into all aspects of school life, assisted by the excellent support they receive from capable, well-trained teaching assistants. Pupils speak gratefully of how they enjoy and benefit from sessions designed to improve their literacy and other skills and to boost their self-esteem. They are very confident that, whatever their problems, they will receive effective support. The school is highly inclusive and has a very good reputation for helping pupils in challenging circumstances."</i></p> <p><i>"The headteacher leads her cohesive staff team well, embedding ambition and sharing a commitment to providing the best for all pupils and improving the school. She has placed her philosophy of inclusion at the centre of the school, and this is widely shared by staff so pupils' equality of opportunity is outstanding."</i></p>
8) Who will be supporting my child?	<p>Training/Expertise</p> <p>Our teaching staff and TAs have all received training in a variety of special educational needs. We presently buy this service and our specialist support from Educational Psychologist, Woodlands Outreach and the Marches Training Centre.</p> <p>Class teachers are responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs, this is called differentiation. • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need, this could be things like targeted work, additional support, adapting resources etc. and discussing amendments with the SENCD0 as necessary. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and to make progress.

- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

Staff

Nursery/Reception

Mrs.Hill

KS1

Miss Sarah Burgess

Lower KS2:

Mrs Baker

Upper KS2:

Mr Wedley

The SENDCo is responsible for:

- Co-ordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
 - part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. The Speech and Language Therapy Service, Sensory Inclusion Service, Occupational service, CAMHS, Early Help.

- Updating and monitoring the school's provision map; this document records the additional support that children with SEN in the school are receiving.
- Providing specialist support for teachers and support staff in the school so they can help children with SEN to achieve their potential.
- Ensuring children with SEN have a Personal Learning Plan.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

SENDCO:

Mrs. Catherine Wilson

SEND Governor

Rev. Karen Davies

Teaching Assistants are responsible for:

- Delivering additional intervention programmes and supporting your child within the classroom under the direction of the class teacher and or the SENDCo.
- Monitoring the daily support that your child receives to ensure that they receive the support as stated within the provision map.

Teaching Assistants

Nurery/Reception

Mrs. Hill

Mrs. Sobzack/Mrs Appleyard

Mrs. Kynaston

Mrs. Owen

KS1

Mrs. Edwards

Mrs Beasley

Lower KS2

Mrs. Thorold

Upper KS2

Mrs. Twigg

Mrs Beasley

The Learning Mentor is responsible for:

At Cockshutt C of E School we firmly believe that every child should have the best opportunity to participate fully in the learning opportunities that the school has to offer. However we recognise that some children will find this more difficult than others either in the short term or the long term and that they will need extra support. In our school the Learning Mentor works with the pupils themselves, their parents and their teacher to ensure they get the support they need.

Learning Mentor

Mrs. Hedley

The Headteacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She delegates responsibility to the class teachers for the daily support that children receive but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.

Headteacher

Mrs Mandy Jones

The governing body are responsible for:

- Making sure that the school has an up to date SEN Policy.

	<ul style="list-style-type: none"> • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEN in the school and being part of the process to ensure your child achieves his/her potential in school. <p>Governor: Rev. Karen Davies.</p> <p>External Agencies</p> <p>Woodlands Outreach Advisory Teachers (SEN)</p> <p>Speech and Language Therapists</p> <p>Occupational Therapists</p> <p>Sensory Impairment Service</p> <p>EHAF Support Workers</p>
<p>9) How will Cockshutt C of E School support my child's emotional, social development and wellbeing?</p>	<p>All staff take the emotional and social wellbeing of our pupils seriously. We all believe you need to be happy, healthy and in a safe environment to thrive and we all ensure that we do the best to provide this.</p> <p>We employ a Learning Mentor whose key role is to support children and families through rocky times, which may happen to any of us. She is a very kind, considerate, confidential lady who is able to build strong relationships and trust with both children and adults. She offers 1:1 support and small group</p>

	<p>support when needed. She is always happy to meet up with parents over a coffee, whether the concerns be large or small. She also runs a Nurturing club called Caterpillar Club to help children who struggle at playtimes. She is usually on the playground in the morning and you can ask her for a good time to come in, or you can ring the office to make an appointment.</p> <p>All children have a buddy whose role is to look out for them at playtimes, ensure they get to assembly safely and meet once a week for 'Buddy Bonding' and to hear each other read.</p> <p>We are a values driven school and values underpin both our Collective Worship and PHSE delivery and our ethos around school.</p> <p>We monitor absence effectively and have good attendance.</p> <p>Student voice is central to our ethos and we have moved on from a School Council to House Councils led by House Captains and Vice Captains.</p>
<p>10) What do I do if I have a concern about the provision form my child with SEN?</p>	<p>At Cockshutt C of E Primary School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school.</p> <p>If you have a question or concern about the provision for your child with SEN, in the first instance, we would encourage you to contact your child's class teacher. Should you wish to discuss your concerns further, you could contact the Headteacher.</p> <p>In the unlikely event that your concern is not resolved, then there is a Complaints Procedure which is available from the office.</p>
<p>11) Where can I get further information</p>	<p>The information in this report feeds into which <u>Shropshire Council's Local Offer</u> details support,</p>

about services for my child?

opportunities and services available to children and young people in their area who have SEND.

This can be accessed at: <http://shropshire.gov.uk/the-send-local-offer>

The Family Information Service is a service that is run by Shropshire Council to provide families with information on a range of services including health, education, financial, legal and family issues as well as leisure and social activities. Visit

[http://www.shropshire.gov.uk/early-years-and-childcare/shropshire-family-information-service-\(0-19\)](http://www.shropshire.gov.uk/early-years-and-childcare/shropshire-family-information-service-(0-19))

The Parent Partnership Service (Information, Advice and Support Service, IASS) can also provide information, support and advice service to parents or carers about their child's special educational needs. Visit:

<http://www.parentpartnership-shropshireandtelford.org.uk/>

At school, our Learning Mentor Becky Hedley can provide advice and support to families. She can be contacted via the school office on 01939 270616

Communication and Interaction Provision Map (inc. Speech/ASD)

Speech and Language

Speech and language disorders refer to problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding.

Autistic Spectrum Disorder

Autism Spectrum Disorder (ASD) is a life-long developmental disability that affects the way a person is able to communicate and relate to people around them. Some people with ASD will have learning disabilities. Others have average or above-average intelligence: included in this group are those with Asperger's Syndrome (or high-functioning autism). Recognised characteristics of ASD: communication impairment (problems with word usage and understanding), difficulties with social skills and empathy with others, a narrow range of interests and difficulties with imagination, a developmental disorder which begins before age three and affects all aspects of life.

Wave 1 Whole class	Wave 2 Small group intervention	Wave 3 Additional, extra or different support 1:1 specialist intervention
In class differentiation of work/differentiated outcomes for activities/reinforcement or extension activities Clear Steps to Success/Learning Outcomes Visual timetables Increased visual aids /modelling. Labelled, organised resources Positive reinforcements Simplified language VAK (range of teaching styles) Adult support & position in class	Precision Teaching - Teach whole word recognition alongside learning to read and spell using their phonological knowledge. Talk boost IDL- Indirect Dyslexia Learning programme Subtle repetition to model language by adults Pre-teach new vocabulary and topic	Speech and Language therapy provided by Shropshire Council Individual visual timetable Now and Next board - Task and reward Social stories Sequencing skills Meet and greet 'Time out' card/area Quiet work area with little sensory stimulation

<p>Modelling language/ developing key words</p> <p>Repeated use of child's name</p> <p>Structured school and class routines.</p> <p>Brain gym activities</p> <p>Circle time - turn taking</p> <p>Effective use of timer/clock</p> <p>Symbols/ pictures</p> <p>Drawing as prompts for words or spelling</p> <p>Story boards</p> <p>Thinking maps</p> <p>Learning walls</p> <p>Maths Whizz</p> <p>Talk for Writing</p>	<p>words before they encounter them within the classroom.</p> <p>Anxiety levels of the pupils are monitored and subtle intervention is put in place before pupils become anxious.</p> <p>Pupils are given instructions and requests using short, simple language and ask them to repeat back instructions.</p> <p>Developing organisational skills</p> <p>Speech and Language Group</p> <p>Anger management</p> <p>Caterpillar Club</p> <p>Nurture Group</p> <p>Learning Mentor referral</p>	<p>Carefully structured activities</p> <p>Support in playground</p>
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Cognition and Learning Provision Map

Cognition and Learning

General learning difficulties may show themselves in the following ways: low levels of attainment across the board in all forms of assessment including baseline assessments; difficulty in acquiring skills (notably in literacy and numeracy) on which much other learning in school depends; difficulty in dealing with abstract ideas and generalising from experience; a range of associated difficulties, notably in speech and language and in social and emotional development. The slow pace of learning continues even with appropriate differentiation.

Dyslexia

Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities.

Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

Dyscalculia

Dyscalculia is a condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.

Wave 1 Whole class	Wave 2 Small group intervention	Wave 3 Additional, extra or different support 1:1 specialist intervention
<p>High Quality teaching</p> <p>In class differentiation of work/Differentiated outcomes for activities/reinforcement or extension activities</p> <p>Clear Steps to Success/Learning Outcomes</p> <p>Visual timetables</p> <p>SMART targets</p> <p>Increased visual aids /modelling.</p> <p>Positive reinforcements</p> <p>Labelled, organised resources</p> <p>VAK (range of teaching styles)</p> <p>Class rules display</p> <p>Adult support & position in class</p> <p>Access to specific resources eg spot on carpet/seat cushions/fidget item/pen grips</p> <p>Concrete apparatus and practical activities</p> <p>Structured tasks/ Writing frames</p> <p>Toolkits - age and stage appropriate resources</p> <p>Word maps</p> <p>Learning walls</p> <p>Practical activities</p> <p>Talking tins / microphones</p> <p>Use of drawing /pictures/symbols to support learning</p>	<p>Precision Teaching-Teach whole word recognition alongside learning to read and spell using their phonological knowledge.</p> <p>Pre-Teaching</p> <p>Reinforcement of key concepts/ ideas</p> <p>Dynamo Maths</p> <p>Numicon</p> <p>Change for Life Club</p> <p>Fine motor skills</p> <p>Spelling and talking word processor</p> <p>Over learn</p> <p>Developing organisational skills</p> <p>Mind Maps</p> <p>Multi-sensory approach (see, feel, say & write in a variety of ways)</p> <p>Sharing stories to support comprehension skills</p> <p>Look, say cover, spell , check method to learn spellings</p> <p>Use mnemonics and visual prompts</p> <p>Ensure instructions are not complex and</p>	<p>Individual visual timetable</p> <p>Now and Next board</p> <p>Draw and talk</p> <p>Sign and symbols</p> <p>Memory activities - Joanne Rualand</p> <p>Mastering Memory - J Mitchell</p> <p>Reasoning games</p> <p>Thinking and Listening Programme</p> <p>Sequencing skills intervention</p> <p>Pre-teaching of vocabulary and concepts</p> <p>First hand sensory and physical experiences</p> <p>Coloured overlays</p> <p>Coloured paper</p> <p>Tinted screens and white boards</p> <p>Coloured pens used to highlight different aspects of tasks</p> <p>Use of drawing /pictures/symbols to support learning</p> <p>Beat Dyslexia</p> <p>Writing slope</p> <p>Toe by Toe</p>

Brain gym activities Circle time Drama Creative opportunities Use of music Choices given to aid open ended tasks and independent learning Use of a timer/clock	back up verbal instructions with visual reminders and ask children to repeat the instruction When a child asks for help, smile and go over at least two examples Don't expect child to copy from board - provide own copy Teach children to use jottings Use working walls as a means of reference to learning Limit teacher led sessions to 20mins Cool Kids Laptop for publishing Scribing Parental involvement/support Nessy Fresh Start (Class 4) PAT - Beginners, Levels 1,2 & 3 Pre-teaching Read Write Inc 1:1 (Library) Jolly Phonics (Class1)	
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Social, Emotional and Mental Health Difficulties Provision Map (Inc ADHD, ADD & Attachment)

Wave 1 Whole class	Wave 2 Small group intervention	Wave 3 Additional, extra or different support 1:1 specialist intervention
<p>Positive reinforcements</p> <p>In class differentiation of work/differentiated outcomes for activities/reinforcement or extension activities</p> <p>Visual timetable</p> <p>Clear Steps to Success/Learning Outcomes</p> <p>Adult support & position in class</p> <p>Labelled, organised resources</p> <p>VAK (range of teaching styles)</p> <p>Class rules display</p> <p>Whole class rewards and sanctions (displayed)</p> <p>Photos of children with positive behaviour on wall as prompt (eg. with hands up, sitting in chair) - when appropriate</p> <p>Brain gym activities</p> <p>Visual timetables</p> <p>Circle time</p> <p>Effective use of timer/clock</p> <p>Specific resources eg spot on carpet/seat cushions/fidget item</p> <p>Whole-school Behaviour Policy, School Rules.</p>	<p>Lunchtime clubs - Caterpillar club</p> <p>Change for Life club</p> <p>Anger management</p> <p>All about me</p> <p>Relax Kids</p> <p>Learning Mentor Support</p> <p>Nurture Group</p> <p>Circle of Friends</p>	<p>Meet and greet</p> <p>CAMHs (Child and Adolescent Mental Health Service)</p> <p>Individual visual timetable</p> <p>Now and Next board - Task and Reward</p> <p>Individual reward system</p> <p>'Time out' card/area /safe place</p> <p>Adult supervision at playtime/lunchtime</p> <p>Social stories</p> <p>Boxall profile targeted work</p> <p>EHAF meetings</p> <p>ENHANCE</p> <p>Individual counselling with Learning Mentor</p> <p>Spence Scale</p> <p>Reach for the Top</p> <p>Mega Bot</p>

Whole school PHSE scheme Calm yet flexible atmosphere Buddies Mind mapping Feeling's charts in class		
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Sensory and/or Physical Provision Map

Physical

The term 'physical disabilities' is broad and covers a range of disabilities and health issues, including both congenital and acquired disabilities. Within that range are physical disabilities or impairments that interfere with a child's ability to attain the same developmental milestones as his or her peers. An example of this is dyspraxia - a problem with the body's system of motion that interferes with a person's ability to make a controlled or coordinated physical response in a given situation.

Wave 1 Whole class		Wave 2 Small group intervention		Wave 3 Additional, extra or different support 1:1 specialist intervention
<ul style="list-style-type: none"> • In class differentiation of work/differentiated outcomes for activities • Reinforcement or extension activities to embed learning • Labelled, organised resources • Tidy, non-cluttered classroom layout • Brain gym activities • VAK (range of teaching styles) 		<ul style="list-style-type: none"> • Additional movement breaks • Fidgets • Slopping board • Wedge • Reading window • My first ruler • Kool Kids • Write from the start 		<ul style="list-style-type: none"> • Occupational Therapy • Child Paediatrician • Sensory Inclusion team • Physiotherapy • Scribing • Specific cutlery • Support with dressing and undressing • Support with toileting/ changing

<ul style="list-style-type: none"> • Effective use of ICT by teacher • Access to ICT / Microphones • Pencil grips/ different types of pencils and pens • Differentiated scissors • Different coloured print/paper • Coloured overlays/ coloured screens • Spot on carpet • Accessibility of the whole school and its resources • Provision of tactile and kinaesthetic materials 		<ul style="list-style-type: none"> • Speed Up • Developmental Dyspraxia - M Portwood Intervention Programme • Balance Board activities • Social stories 		<ul style="list-style-type: none"> • Headphones/muff to reduce noise levels • Low distraction area. • Type To Learn JR
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Whole Word Recognition Activities:

- Precision teaching of words based on Letters and Sounds
- Precision Teaching of Key words
- Look, cover, say write, check
- Empty words