



Welshampton C of E Primary School

SEND Information Report

Updated October 2017

SENCo - Mrs R Clarke

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Introduction/ Overview

Welshampton C of E Primary School is a small rural school of 77 pupils, ranging from 4 -11 years old. There are currently 3 mixed year classes within our school: Class 1 is an infant class comprising Reception, Year 1 and 2, Class 2 comprises of Year 3 and 4 and Class 3 has our Year 5 and 6 children. Welshampton is a fully inclusive school, which encourages all pupils to achieve their potential through quality first teaching, differentiation, subtle support, targeted intervention programmes and support/advice from outside agencies. We are passionate about creating a stimulating learning environment for each individual pupil with SEND and breaking down any barriers to learning they may have.

People (and their roles) who support children with special educational needs and /or disabilities at our School

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?</p> <p>And how can I talk to them about my child if I need to?</p>	<p><i>For any parents/carers who have concerns about their child should firstly talk to your child's class teacher at a mutually convenient time after school.</i></p> <p>Class Teachers</p> <p>Class 1 Mrs Peile & Miss Jones</p> <p>Class 2 Mrs Liley & Miss Hughes</p> <p>Class 3 Mrs Clarke (SENCo) & Miss Hughes</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 (also known as 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 SENCo as necessary. Writing your child's 'Pupil Profile (PP)' and 'Pupil Centred Plan (PCP)' (this is written with the pupil and then discussed with you- the parent/carer) Meeting with parents/carers of children with SEND once a term to discuss your children PCP and PP. This is additional to parents evening 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 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

	<p>The SENCo Mrs R Clarke</p> <p>Special Support Assistants (SSA) Ms Dawson Mrs Edge Mrs Humphreys</p>	<p>specially planned work and resources.</p> <ul style="list-style-type: none"> Ensuring that the school's SEND Policy/Information report is followed in their classroom and for all the pupils they teach with any SEND. <p>The SENCo is responsible for:</p> <ul style="list-style-type: none"> Co-ordinating and developing school based strategies for the identification and review of children with SEND (e.g. developing the school's SEND Information report/ policy to make sure all children get consistent, high quality responses to meeting their needs in school.) Monitoring your child's progress Ensuring that you are: <ul style="list-style-type: none"> involved in supporting your child's learning kept informed about the support your child is getting involved in reviewing their progress involved in planning their next steps for learning Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy Service, Learning Support Advisory Teacher (LSAT), Educational Psychologist and other appropriate external support agencies if required. Overseeing the records of all children with SEND To provide specialist support for teachers and support staff in the school so they can help your child to achieve their potential. Supporting class teachers to write your child's 'Pupil Profile' and 'Pupil Centred 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. Liaising with feeder secondary schools so that support is provided as they prepare to transfer. <p>They are responsible for:</p> <ul style="list-style-type: none"> Completing additional intervention programmes and supporting your child within the classroom under the direction of the class teacher and or the SENCo. Verbal daily feedback to Class teachers on support given in order for teachers to monitor and adapt support techniques and materials for children Monitoring the daily support that your child receives to ensure that they receive the support as stated within their PCP and/or statement/EHCP.
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	<p>Teaching Assistants: Mrs Richardson Miss Evans Mrs Harrison</p> <p>Head teacher Mr A Hodson</p> <p>SEND Governor Mrs C Bruce</p>	<p>Of course, as a school we welcome daily dialogue between parents and SSAs on how your child's day has been and we do actively encourage this continued feedback.</p> <p>The Head Teacher is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. She delegates responsibility to the SENCo and class teachers for supporting and monitoring the daily support that children receive but is still responsible for ensuring that your child's needs are met. • The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. • Co-ordinating all of the support for children with SEND • Overall monitoring that children with SEND are making at least good progress • Monitoring training for all staff to ensure they are able to support pupils with SEND <p>The governing body are responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. • Making sure that the necessary support is made for any child who attends the school who has SEND. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. • Reporting to Governors on the success of SEND provision within the school.
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The Assessment process and how we consult with parents/carers of children with SEND

<p>How will the new Code of Practice for SEND 2014 affect my child's Special Educational Needs within school?</p>	<p>One of the main changes within school is that of the terminology of the level of Special Educational Need that your child may have. In the old SEN Code of Practice your child had a special educational need at one of three levels: School Action, School Action Plus or a Statement of Special Educational Needs. In the new code of practice, School Action and School Action Plus merge to become, 'Additional School Based SEND Support' and Children who have a Statement of SEN (will over the next 3 years) be transferred onto an Education Health Care Plan (EHCP), Annual reviews and the level of support that your child receives will remain the same, unless your child's needs change.</p> <p>Your child's progress will be closely monitored by the class teacher, and you and your child will remain fully involved in the next steps of their learning. These steps/targets will no longer be recorded on an Individual Educational Plan (IEP) but on their Pupil Centred Plan (PCP). Your child will also be fully involved in writing their Pupil Profile (PP) which records information about how they learn best; what they feel they are good at and what they would like to be better at. The targets on the PCPs are reviewed every term with the child. You will also be invited to meet with the class teacher to discuss your child's progress and learning once a term; this meeting is additional to your child's termly parents evening appointment.</p>
<p>What will happen if the school has a concern about my child?</p>	<p>As a school we feel that it is important to support your child as soon as we identify that they require additional support within any of the four areas of SEN. We, as a school, understand the importance of early intervention. Throughout the school year your child is assessed regularly by their class teacher. They will be assessed termly against their PCP targets and they will also have formative assessments every term. The staff will also observe your child in all learning environments and social situations. If the class teacher has any concerns regarding your child then they will ask you to come into school to discuss them. They will also discuss additional interventions and support that they intend to put in place for your child.</p>
<p>What can I do if I have a concern about my child?</p>	<p>Welshampton CE Primary 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 firstly with your child's class teacher and possibly the school's SENCo if this is appropriate.</p>
<p>How can the school access additional support for my child?</p>	<p>If your child's class teacher has concerns regarding your child then they will initially ask the schools SENCo for the next steps-this usually involves suggested additional interventions to support your child or a referral being made to the relevant external agency. These agencies will suggest additional ways that the school can support your child and sometimes also suggest/advise what support you can implement at home.</p>
<p>What will happen if my child is still not making the progress that you would</p>	<p>If, after your child has been assessed by an external agency and they continually do not to make the progress that you would expect, then the school would consider applying for an Education, Health and Care Plan (EHCP) Assessment. This may involve a multi-agency assessment approach, for example your child may have</p>

expect?	a range of physical, medical and/or academic assessments to see if they would benefit from anymore additional support to enhance the support they already receive within the classroom.
What will happen if my child is assessed and additional support is given?	If the LEA (local education authority) decides that your child would benefit from even more additional support, then an EHCP would be written. This is a document that discusses your child and provides the school and other multi-agency professionals with additional strategies to support your child. It includes targets that your child is working towards and also offers suggestions for other strategies that would be beneficial such as additional adult support or specific intervention programmes.
If my child has a Statement of Educational Need or an EHCP (SEND code 2014) how will it be reviewed and monitored?	If your child has a statement or EHCP then each year this is reviewed during a meeting between yourselves, the school and other professionals who support your child. The purpose of the meeting is so we can see the progress that your child is making towards their long term targets and also if there is an amendment to the statement or EHCP, for example if they no longer need additional support during lunch times, then this is a time when this can be suggested. Your views are an important part of this meeting and these are recorded. Such a review coincides with the anniversary of your child's first statement/EHCP however, it can be arranged at any point during the year if it is felt that there is something that is significantly affecting the child, for example a transition into a new class or school-this is called an interim review.
How will I be informed about the progress that my child is making?	You will be informed about your child's progress through termly parents evening meetings, termly PCP meetings and also through the yearly report which is sent out to all parents. If you feel the above is not enough or have concerns that do not coincide with the above , at Welshampton Primary School we have an open door policy and we would welcome you making an appointment (this so we can give you our full attention and also so we can make sure that all the staff that need to be part of the meeting are available) at a mutually convenient time with yourselves and the Class teacher and/or SENCo.
How am I involved in the assessment and review of my child?	You are invited to termly SEND parents evenings (which are additional to the termly parents evening) to discuss the progress of your child towards their targets set out on their PCP with their class teacher. We actively encourage you to attend and work in partnership with us and your child to ensure their needs are fully addressed. If your child has an EHCP or a Statement of SEN you will continue to be involved in their annual review. If your child is being referred to an outside agency then you will be fully informed and your points of view recorded in the referral form. You will also be invited to a meeting with the outside agency and SENCo to discuss your child and how we can all best support them.
How will my child's thoughts and feelings be recorded?	Your child plays a main part in the writing of their PP and PCP along with their class teacher. We always listen and take into consideration how they feel about themselves; their learning styles; the progress that they feel they have made and also what they feel their next steps will be. If your child is referred to an outside agency, their thoughts are also recorded on any referral forms that are completed. If they have a Statement of Educational Needs or EHCP their thoughts are also recorded as part of the annual review process and if

	appropriate they can be part of the annual review meeting.
What happens when my child moves into the next class or onto secondary school?	<p>At Welshampton 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.</p> <p>We have well established links with Caterpillars Montessori Pre-School (our main feeder nursery) and our Foundation Stage staff work with them to ensure a smooth transition for all children. All children have two taster days before they move into the Foundation stage from pre-school, but if your child's SEND means that they require more transition visits then they will be arranged. This is also the same for any other nursery that your child may attend.</p> <p>When your child moves onto secondary school they will have their own transition depending on what they require, so for example they may have an additional visit(s) to the school without the rest of their year or they may be part of a specific transition programme. Staff involved with the transition and your child will also meet to discuss your child.</p>
What can I do if I feel that the school is not providing the best support for my child?	<p>If you have a concern regarding your child you should firstly discuss this with your child's teacher. If after this discussion you still feel not enough has been done to support your child then you should request a meeting with the SENCo and/or Head teacher and we will endeavour to resolve your concerns. If after this discussion you are still concerned, then we would refer you to the Chair of Governors and you would then follow the complaints procedure as outlined in the complaints policy.</p>
What does intervention look like?	<p>For more detailed intervention of the four areas of SEND please see pages 9 to 20, but broadly the intervention will be some /all of below:</p> <ul style="list-style-type: none"> • Quality first teaching is paramount • Different learning materials or specialist equipment • Group or individual support either within or outside the classroom • Staff development and training to introduce more effective strategies • Assessment & advice from outside agencies

Our Provision for pupils with SEND

Communication and Interaction:

1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none">• The class teacher and the teaching assistant keep careful track of the child and record any observations.• If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to the speech and language team.• The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or statutory assessment is requested.• Pupils are regularly reviewed through internal tracking data, standardised assessment scores	<ul style="list-style-type: none">• Children with speech and language difficulties are encouraged to learn to read by recognising whole words alongside learning to read and spell using their phonological knowledge.• Staff model correct uses of language by subtle repetition. Pupils are not expected to repeat the phrase using an adult's language.• Children are pre-taught new vocabulary and topic words before they encounter them within the classroom.• Children are encouraged to share their ideas with others within the classroom. They begin by talking about areas of interest to them	<ul style="list-style-type: none">• 1:1 intervention programmes suggested by the speech and language team.• In class support with TA• Small group work• Support to develop confidence in speaking in class• Support during unstructured times of the day• Ensuring TA's are trained in Speech & Language intervention programmes

<p>and national assessments such as SATs and the year 1 phonic screening.</p> <ul style="list-style-type: none"> • If pupils have a statement of special educational need/EHCP then they have yearly annual reviews to review their progress. 	<p>though activities such as show and tell and then they are encouraged to contribute within small group discussions. Once they are secure with sharing their ideas within a small group they are encouraged to share their ideas within the whole class.</p> <ul style="list-style-type: none"> • ELKAN trained TA 	
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2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer the pupils to an outside agency such as Woodlands Outreach. • If appropriate a referral to CHAMs (child and adolescent mental health) and possibly a formal diagnosis. • Parents can also referral their child for assessment into ASD (Autistic Spectrum Disorder) traits by visiting their GP. • If appropriate a request for statutory assessment is made and additional interventions and strategies are put into place to support the pupils. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national 	<ul style="list-style-type: none"> • Visual timetables are used within the classroom and children are prepared in advance when there are changes to the routines. • Pupils are pre-taught new vocabulary before they are exposed to it within the classroom. • The anxiety levels of the pupils are monitored and subtle intervention is put in place before pupils become anxious. • Pupils are given instructions and requests using straight forward language and instructions are given in smaller chunks. • Additional training to staff regarding ASD e.g., support strategies etc 	<ul style="list-style-type: none"> • Social stories / comic strip conversations. • Circle of friends • Visual timetables • Quiet / special places offered for reflection • 1:1 support in lessons and in social situations outside the classrooms

<p>assessments such as SATs and the year 1 phonic screening.</p> <ul style="list-style-type: none"> • If pupils have a statutory assessment, then their progress is reviewed annually through the annual review process. 		
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Cognition and Learning:

1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to an external agency such as the Learning Support Advisory Teacher (LSAT) at Lab 21. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or another referral is made or statutory assessment is requested. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening. 	<ul style="list-style-type: none"> • Pupils are encouraged to work within small groups with the support of an additional adult. • Pupils are given work which is carefully differentiated and pupils are put into ability groups when appropriate. • Pupils are encouraged to use resources to support their learning such as word banks, number lines and bead strings. • Specific interventions are put into place to aid pupils to develop the skills that they require to be able to access the curriculum. • Learning is tailored to your child's learning style e.g., kinaesthetic, oral or visual 	<ul style="list-style-type: none"> • Additional spelling practice • Daily reading and reading comprehension • Letters and sounds programme • Touch typing activities on Purple Mash / English Type • Individual programmes to develop mathematical understanding. • Learning mats • Differentiated BIG maths • Adaptation of teaching to suit different learning styles

<ul style="list-style-type: none"> • If pupils have a statement of special educational need/EHCP then they have an annual review to review their progress. 		
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2. Specific Learning Difficulties eg Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to an external agency such as Lab 21 • For some pupils an assessment with a Learning Support Advisory teacher (Lsat) or an educational psychologist is requested. • The pupil will then be carefully monitored and reviewed after a term to ensure that progress is being made. If progress is not being made then either other interventions are suggested or 	<ul style="list-style-type: none"> • Pupils are encouraged to work with an adult within a small group when appropriate. For some activities pupils are grouped within ability groups. • Pupils receive specific interventions to aid them with acquiring the skills that they need to be able to access the curriculum. Pupils are encouraged to work within the classroom with subtle support. • Pupils are encouraged to develop their own strategies to help them overcome the difficulties that they have, for example learning a mnemonic to aid with remembering spellings. 	<ul style="list-style-type: none"> • Wave 3 / Spring board maths materials • Coloured overlays / reading rulers. • 1:1, small group reading • Toe by Toe • Small group support • Touch typing activities on Purple Mash / English Type • Tim Finn

<p>another referral is made or statutory assessment is requested.</p> <ul style="list-style-type: none"> • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening. • If pupils have a statement of special educational need then they have yearly annual reviews to review their progress. 	<ul style="list-style-type: none"> • Pupils are encouraged to access resources to support their learning such as word banks, ACE dictionaries, number lines etc. • Pupils are given the opportunities to revisit concepts more frequently than other pupils to ensure that pupils are secure with concepts. 	
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Social, Mental and Emotional Health:

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or referral will be made through an early help assessment form. • If appropriate then a referral will be made to CAHMs (child and adolescent mental health) or counselling services. • Parents can also refer their child for assessments or raise concerns by visiting their GP. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening. 	<ul style="list-style-type: none"> • Pupils are encouraged to work with others within a small group with the support of an adult. • Pupils are encouraged to share their ideas with others and adults model how to take turns, share and negotiate with their peers. • Pupils are provided with clear guidance and expectations for expected behaviours. All staff are aware of these and reinforce the same consistent expectations. • Parents are aware of the behavioural expectations that we have so they can reinforce these at home. This helps to provide the pupil with a consistent approach. 	<ul style="list-style-type: none"> • Anger management • Quiet / special places offered for reflection • Circle of friends • 1:1 in class support

Sensory and/or Physical:

1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to an external agency such as the sensory inclusion team. • Parents can also request an assessment by visiting their GP. • Pupils are regularly reviewed and assessed by the sensory inclusion team. They also monitor their hearing aids and ensure that they are working adequately and replace any parts that are no longer working. 	<ul style="list-style-type: none"> • Pupils usually work within a small group with the subtle support of an adult. • The adult will repeat the ideas and comments of other children when the class are discussing ideas, in a clear and audible voice. • Pupils are encouraged to wear hearing aids if appropriate and these are monitored daily in a subtle and unobtrusive way. • Pupils are encouraged to ask for ideas to be repeated or to be explained again if they have not heard or understood them. 	<ul style="list-style-type: none"> • Ensuring pupils sit near the front of the classroom. • Following advice from sensory inclusion. • Pupils encouraged to wear hearing aids if appropriate and an amplification loop box can be worn by the adults if this is suggested by the sensory inclusion team.

<ul style="list-style-type: none"> • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening. 		
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2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Pupils are monitored carefully and if there are concerns then parents are requested to take their child for an appointment with the optician. • For pupils with significant impairments a request is made with the sensory inclusion team. This is usually requested by the child's optician or by an optometrist. • Pupils are regularly reviewed and assessed by the sensory inclusion team. Additional strategies and interventions are suggested. 	<ul style="list-style-type: none"> • Pupils are encouraged to sit near the front of the class so they can clearly see any visual information that is displayed. • Any information that is displayed on the whiteboard is presented using a clear and large font. If this is not possible then the pupils are given a copy of what is to be displayed. • If pupils have a significant visual impairment, then the teacher will ensure that furniture and resources stay in expected 	<ul style="list-style-type: none"> • Providing pupils with documents which use a larger font. • Using different coloured paper to print worksheets and tasks onto. • Using coloured overlays / reading rulers.

<ul style="list-style-type: none"> • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening. 	locations so they are easy to find.	
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3. Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> • Parents are best placed to advise us about the specific physical needs of their child. We therefore rely upon good communication between home and school to ensure that concerns about the child are addressed promptly. • The class teacher and the teaching assistant keep careful track of the child and record any observations. • If the child continues to be of concern the SENCo will observe and either suggest intervention strategies or refer to an external agency such as the occupational therapy team. 	<ul style="list-style-type: none"> • Pupils are encouraged to sit with the rest of their class or small group to listen to the ideas of others. They will either have a fidget toy to keep them focused or an adult to sit near to them to keep them on task. • Pupils are provided with resources such as pencil grips, lap tops etc. so they are able to write about their own ideas. • When the pupils are completing physical activities such as P.E. or outdoor learning, they are encouraged to participate in the same way as their peers. If this is not possible then they are given 	<ul style="list-style-type: none"> • Handwriting workout from 'Start Write, Stay Right' • Pre-writing games • Pencil grips / tri-grip pencils • Lap tops • Wobble cushions • Fidget toys • Interventions as suggested by the occupational therapy team

<ul style="list-style-type: none"> • An assessment with the occupational therapy team will be undertaken if appropriate and then additional strategies will be implemented. • Parents can also request an assessment with the occupational therapy team by visiting their GP. • If appropriate a request for statutory assessment is made and additional interventions and strategies are put into place to support the pupils. • Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments such as SATs and the year 1 phonic screening. • If pupils have a statement of special educational need then they have yearly annual reviews to review their progress. 	<p>different resources such as large balls in PE or the subtle support of an adult so they are able to participate.</p> <ul style="list-style-type: none"> • When the pupils are using tools and resources the appropriate use of these are modelled by an adult and specialist tools are used if appropriate. 	
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