

Special Educational Needs and Disability Policy

Devoran School



Approved by: Governing Body Date: 30 September 2025

Last reviewed and approved: October 2024

Next review due by: October 2026



NO DISCRIMINATION



BEST INTERESTS
OF THE CHILD



LIFE, SURVIVAL AND
DEVELOPMENT



IDENTITY



CHILDREN WITH
DISABILITIES



ACCESS TO
EDUCATION

Designated Person responsible for managing the provision for children with SEND: Sarah Kerrison
Contact details: 01872 863223
SEND Governor – Rose Sullivan

“At Devoran we aim to develop pro-active and responsible citizens who are prepared to face problems in an ever-changing world; we aim to nurture awe and wonder and encourage critical and creative thinkers who become autonomous learners that value taking risks and working together to create a better future.”

SECTION 1 – COMPLIANCE AND GENERAL STATEMENT

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25 Years (April 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers’ Standards (2012)
- United Nations Convention on Rights of the Child (1991)

This Policy has been created to ensure compliance with the Department of Education’s SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been created by Sarah Kerrison in liaison with the Headteacher, SEND Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

In compliance with the new SEND Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the school Record of Need (RON). Should a pupil require provision that is additional and different they are placed on the RON under one single category, namely SEND Support. (This category replaces the categories of School Action and School Action Plus). Their provision will be identified and progress monitored via Individual Provision Mapping. This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEND, including those identified as Gifted and Talented.

SECTION 2 – AIM (THE LONGER VIEW)

The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23)

To this end, we aim to:

- a) Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND.
- c) Ensure that teaching and learning is multi-sensory.
- d) Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal.
- e) Use the most appropriate resources to support learning, considering individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority.
- f) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.

Through the application of this policy we wish to:

- a) Ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
- b) Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- c) To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- d) Ensure all staff implements the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEND.
- e) Ensure that there is no discrimination or prejudice.
- f) Ensure all pupils have access to an appropriately differentiated curriculum.
- g) Recognise, value and celebrate pupils' achievements at all levels.
- h) Work in partnership with parents/carers in supporting their child's education.
- i) Guide and support all school staff, governors and parents on SEND issues.
- j) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- k) Provide appropriate resources and ensure their maximum and proper use.
- l) Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are considered as part of the process and of the shared responsibility in meeting his/her educational needs.
- m) To provide an appropriately qualified Special Educational Needs Co-ordinator (SENDCO) who will oversee and work with the SEND Inclusion Policy.
- n) To provide support and advice for all staff working with pupils who have SEND.
- o) Support pupils with SEND to develop their personality, talents and abilities to the full. (UNCRC Article 23)
- p) Encourage all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)
- q) Teach and encourage all pupils with SEND about Fundamental British Values in line with DfE National guidelines and our whole school ethos.

SECTION THREE – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child has a learning difficulty or disability if he/she:

- greater difficulty in learning than the majority of children of his/her age. and/or
- a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEND if they are not making progress within a curriculum that:

- a) sets suitable learning challenges
- b) responds to pupils' diverse learning needs
- c) aims to help pupils overcome potential barriers to learning

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical Needs
- Social, Mental and Emotional Health.

Whilst it is clear that the purpose of identification is to work out what action the School needs to take, it is not our purpose to fit a pupil into a category and serves solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

The school will always take needs that are NOT SEND but that may impact on progress and attainment into account for example:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child or Previously Looked After Child (PLAC)
- Being the child of a parent in the Armed Forces
- Being new to the school

The Trauma Informed School's approach to recognising and understanding behaviour lies at the core of our whole school ethos, together with our values of being 'Ready, Respectful and Safe'. Our ambition is to ensure that our children feel nurtured and listened to with a focus on the importance of relationships and connections. This will enable staff to understand the reasons underlying behaviour the children are displaying. Please see our Behaviour Policy and Statement of Behaviour Principles for more information.

SECTION 4 – A GRADUATED APPROACH TO SEND SUPPORT AT DEVORAN SCHOOL

At Devoran School, all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. 'Quality First' teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Close liaison is maintained with all members of staff by the SENDCO to ensure that pupils are only identified as having

SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Details of the provision on offer at Devoran School can be found in the School Offer and the Information Report in the SEND section of the School's Website and on the Family Information Service and the Early Help Hub, on the Cornwall Local Authority Website.

Levels of Need

Devoran School's Graduated Response consists of five levels as follows:

- 1) Universal Support
- 2) Early Intervention Support
- 3) Targeted, additional Intervention (Child placed On Alert)
- 4) Targeted, intensive support (Child placed on Record of Need at School Support Level)
- 5) Request for an Education Health and Care Plan (EHCP) or an EHCP already in place.

Any child that may fall significantly behind i.e. 1 year below Age Related Expectation in their learning, for whatever reason, and despite the differentiated planning and additional support, tools and resources in Levels 1 and 2 above, will be added to the On Alert register at Level 3.

Level 3 On-Alert.

A pupil in this category may have one or more of the following indicators:

- Be at risk of not meeting their targets
- Currently working at a standard below National expectations and their targets will not bring them above this level
- New entrants to the school whose needs are still being assessed
- Currently have barriers to their learning e.g.
 - Their behaviour is disruptive
 - There are attendance/lateness issues
 - Concerns over their mental health
 - The family is currently experiencing challenges
 - They have EAL (English as an Additional Language)

All class teachers are required to keep a list of pupils who they are monitoring at On-Alert level and to identify and implement strategies to address their needs to enable them to catch-up. This will involve conversations between the class teacher, SENDCO and parents which will include problem-solving, planning support and strategies for the individual pupils.

Pupils at this level of need DO NOT form part of the School's RON and, in line with the Code of Practice, the School ensures that everything is done at an early a stage as possible to avoid the need for SEND Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEND support.

Level 4- SEND Support

Pupils are placed on the Record of Need at this level after assessment and consultation between the SENDCO and Class Teacher when it is established that they have a significant learning difficulty and need provision that is **additional and different** to those in the rest of the class.

At this point, parents/carers will be informed of the decision and the School will continue to work in partnership with them, listening to their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of a termly 'Assess- Plan-Do -Review Cycle.'

Assess

- Teacher's quality, first teaching, accurate formative assessment and experience of the child
- Pupil progress, attainment and behaviour
- Development and attainment in comparison to peers
- Views and experiences of parents

- The child's own views
- If relevant, assessments, views of and advice from external services.

Plan

A plan will be drawn up by SENDCO & class teacher in consultation with parents and child. It will include:

- The outcomes agreed for the term
 - The support and interventions to be put in place
 - The expected impact on progress, development or behaviour
 - A clear date for review
- The plan will be recorded on the pupil's Individual Provision Plan.
- A copy will be given to the parents.

Do

- The class teacher remains responsible for working with the child on a daily basis and works closely with TAs or specialist staff to plan and assess the impact of the interventions.
- The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.
- The class teacher monitors this provision.

Review

- Parents will be invited to termly review meetings with the Class teacher and SENDCO and their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress.
- A new the plan will then be drawn up and added to the ongoing Individual Provision Plan.
- Parents will be given copies of all notes recorded at the review.

Involving Specialists

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEND Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

Level 5 - Education, Health and Care Plan

Pupils who need more specialist provision and whose needs cannot be wholly met at SEND Support level will be the subject of Statutory Assessment. This is completed by the SENDCO who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. The LA then consider the application and issue an EHCP as appropriate.

There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent, child and all professionals involved invited to attend.

In addition, pupils with an EHCP are subject to the termly Assess-Plan-Do-Review Cycle.

For more detailed information about these five levels or our graduated response, please see Appendix 1 – 'The Devoran Graduated Response to Support and Intervention for Children with Additional Needs'.

SECTION 5 - CRITERIA FOR EXITING THE SEND RECORD OF NEED

The SENDCO has responsibility for the removal of a pupil from support on the Record of Need at Devoran School. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents.

SECTION 6 – SUPPORTING PUPILS AND FAMILIES

- Families of pupils with SEND are guided towards the Cornwall Family Information Service (FIS), www.cornwallfisdirectory.org.uk/, with regard to the LA Local Offer for SEND in accordance with Regulation 51, Part 4.
- Devoran School has provided a link on the Cornwall FIS's website to information on our provision for families who have a child with a SEND and/or Disability in line with current requirements (The School Offer). This link includes the SEND Policy and SEND Information Report in accordance with Regulation 51, Part 3 section 69(3)(a) of the Act.
- A copy of this policy; Devoran School's Offer and the school's Annual SEND Information Report can all be viewed on the school website.
- Admission arrangements can be found on the school website.
- The school's policy on managing the medical conditions of pupils can be found on the school website.
- Transition meetings between class teachers to discuss the needs of individual pupils with SEND take place in July and will include the passing on of all records including all Individual Provision Plans.
- We ensure that Y6 pupils with specific SEND can access KS2 SATS. The SENDCO, in liaison with the Y6 class teachers, ensures access arrangements have been made in a timely manner and that parents are kept informed

SECTION 7 – SUPPORTING PUPILS AT DEVORAN SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including educational visits and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.
- Some pupils may also have SEND and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.
- The school has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions. See the school policy for supporting Pupils with Medical Conditions for more detailed information.
- The school follows guidance published by the DfE, 'Supporting Pupils with Medical Conditions at School' Sept 2014. This can be found at www.gov.uk/government/publications/

SECTION 8 – MONITORING AND EVALUATION OF SEND

Please refer to information given in Section 4 of this policy. The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, termly and annual review, on an individual and cumulative basis in conjunction with the Governors, Headteacher, SLT, teaching staff and parents in line with an active process of continual review and improvement of whole school practice.

SECTION 9 – TRAINING AND RESOURCES

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Development Plan.
- The Headteacher oversees the professional development of all teaching staff and teaching assistant occurs during whole school training days and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The SENDCO undertakes an annual Audit of Staff Skills and SEND Knowledge in order to recognise and address gaps within the school and for individuals.

- Newly appointed teaching and support staff undertake an induction meeting with the SENDCO who will explain systems and structures in place around the school's SEND provision and practice. The SENDCO will ensure that all new staff are given clear information about the needs of the individual pupils in the class where they are directly working before they commence working.
- The SENDCO regularly host/attends SEND network meetings in order to keep up to date with local and national developments in SEND and also supports the LA through involvement in work strands to address ongoing developments in SEND Reforms.
- Support Staff are encouraged to take an active part in all school functions/training.

SECTION 10 – ROLES AND RESPONSIBILITIES

The SENDCO

The SENDCO has overall responsibility for:

- the management of SEND processes and implementation of policy
- providing leadership and overall supervision of SEND within the school
- assessing the impact of quality-first teaching.

The SENDCO must maintain close liaison with all members of staff to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions, adjustments and good quality personalised teaching.

The SENDCO, with the support of the Headteacher, is responsible for:

- Assessing specific needs of students with SEND, including application for Statutory assessment.
- Managing the screening of pupils for dyslexia.
- Line managing the 1:1 TAs.
- Liaising with other schools to aid transition
- Ensuring all relevant information is forwarded on to new school.
- Day-to-day operation of the school's SEND Policy including ensuring that the APDR Cycle is taking place.
- Liaising and advising class teachers and support staff.
- Maintaining the SEND Record of Need and the records of all pupils with SEND.
- Liaising with parents/carers of pupils with SEND.
- Liaising with external services including the Educational Psychology Service, Social Care, Early Support etc
- Attending/holding review meetings for pupils with SEND including those with an EHCP.
- Applying for access arrangements e.g. additional time for KS2 SATs.

Role of the SEND governor/Governing Body

There is a named SEND Governor: Rose Sullivan

The Governing body has regard to the SEND code of Practice (2015) when carrying out duties towards all pupils with SEND consequently it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEND.
- Determine the school's general policy and approach to pupils with SEND in cooperation with the Headteacher and SENDCO.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEND.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body.
- Ensure that parents are notified of a decision by the school to make SEND provision for their child.
- Ensure that pupils with SEND are included as far as possible into the activities of the school.
- Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

Role of the Class Teacher

All class teachers are required to keep a list of pupils who they are monitoring at On-Alert level and to identify and implement strategies to address their needs to enable them to catch-up. This will involve conversations between the child, class teacher, teaching assistant, Senior Leaders during Pupil Progress Meetings, the SENDCo and parents, which will include problem solving, planning support and strategies for the individual pupils.

All teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from specialist staff and teaching assistants. The learning of **all pupils** remains the responsibility of the class teacher at all times.

Role of the Subject Leader

All subject leaders are required to monitor the planning, support and strategies of teaching and learning used to deliver their subject across the four individual areas of need. This is done through book looks, pupil conferencing and delivering CPD for their subject throughout the school.

Role of the Teaching Assistants

Teaching Assistants and Higher-Level Teaching Assistants are recruited to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the Senior Leaders and Class teachers. The learning of **all pupils** remains the responsibility of the class teacher at all times.

Teaching Assistants are line managed by the class teacher, SENDCo, Deputy Head and Headteacher.

For additional information about Roles and Responsibilities of all stakeholders, please see 'Every Leader is a Leader of SEN – Roles and Responsibilities'.

Designated Safeguarding Lead

Victoria Lock - Headteacher

Designated Teacher for Looked After Children / Previously Looked After Children

Victoria Lock – Headteacher

Designated Member of Staff responsible for Pupil Premium Funding

Victoria Lock – Headteacher

SECTION 11 – STORING AND MANAGING INFORMATION

- The school complies with General Data Protection Regulations (GDPR) – March 2018.
- The school uses the DfE's Data Protection: a toolkit for schools (April 2018) as guidance.
- All staff have received GDPR training and are aware of confidentiality requirements with regard to information about pupils and families.
- The SENDCO understands that elements of special educational needs data are sensitive and it is the school's policy to treat it with the same 'high status' as 'Special Category Personal data' set out in law. (see the school's GDPR Policy and Privacy Notices.)
- Explicit consent is always sought from parents/carers for the following:
 - Involvement of outside professionals to observe/assess or work with their child e.g. Educational Psychologist; Speech & Language Therapist; SEND Specialists.
 - Inclusion in the school's Social and Emotional Well-Being Programmes e.g. 1:1 Counselling or mentoring; Play/Art Therapy; Small group therapy
- The SENDCO ensures that all sensitive personal information, about individual pupils and/or their families, is stored securely and is not freely accessible.
- The SENDCO ensures that any documents with sensitive personal information about individual pupils and their families that need to be shared with other professionals outside the school are sent through encrypted, secure emails.
- When a pupil with SEND moves to another school, their SEND files are, wherever possible, delivered to the receiving school by hand and a signed file transfer receipt is required from the school. If this is not possible, the files are sent by recorded delivery post. Should the SENDCo not

receive the signed receipt back from the receiving school within 10 working days, this will be followed up with a phone call to the school.

- The SENDCO ensures that no sensitive, personal data about individual pupils with SEND is visible anywhere in the school including, offices; staffroom; classrooms, unless it is required for Safeguarding e.g. medical needs such as allergies, in which case, explicit consent is gained.

SECTION 12 – REVIEWING THE SEN POLICY

The Policy will be reviewed annually to comply with requirements for SEND

SECTION 13 – ACCESSIBILITY

Please refer to the Accessibility Plan. This can be seen on the school website under the SEN / Inclusion section.

SECTION 14 – DEALING WITH COMPLAINTS

The school's standard complaints system applies. More information can be found on the school website.

SECTION 15 – BULLYING

Please refer to the school's Behaviour Policy and Anti-Bullying Strategy which is available on the school website.

Devoran School Graduated Response



Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
Universal Provision <i>provision for all</i> - Flexible teaching arrangements - Structured school and classroom routines - Warning of change - Differentiated curriculum delivery e.g. simplified language - Increased visual aids/modelling etc. - Visual timetables - Use of symbols; PECs - ICT programmes to support language - Small world play and Role Play - Repetition/clarification of instructions - Opportunities to work with younger/older pupils - Role play situations/Drama 'Show and tell' / speaking opportunities - Pupil conferencing - Curriculum conversations - Extra-curricular activities - KS2 Residential trips - Playground buddies (Y5 supporting younger children at playtimes). - Knowledge Organisers for each unit. - All staff trained in vocabulary by speech and language therapist. - All staff trained in Autism and PDA awareness by Autism advisor.	Universal Provision <i>provision for all</i> - Quality first teaching - Visual, auditory, and kinaesthetic multi-sensory teaching approaches - Metacognition and growth mindset strategies - Long-term memory strategies - Consistent routines and systems across the whole school - Streamed phonics teaching across KS1 - Multi-sensory literacy approach - Differentiated tasks - Differentiated delivery e.g. simplified language, slower lesson pace, supportive sheet for recording - Repetition/clarification of instructions - Differentiated output or outcome e.g. use of ICT, fewer sentences - ICT programmes- TT rockstar, Mathletics, Accelerated Reader. - Increased visual aids/modelling etc. - Visual timetables - Alphabet, word and number charts, mats, banks etc. - Use of puzzles and games - Illustrated dictionaries - Use of writing frames - Ensuring appropriate reading material available including: -Weekly spelling lists (phonics led) -Touch-type sessions -Structured Synthetic phonics approach -Multi-sensory phonics approach e.g., Read Write Inc. (RWInc)	Universal Provision <i>provision for all</i> - Flexible seating arrangements - Handwriting/fine motor control programme - Specialist resources – pencil grips, triangular pencils, variety of types of scissors - Multi-sensory equipment - Construction - Tools and Materials e.g. brushes/pencils, collage - Range of equipment & opportunities for balancing, exploring etc. - Brain gym exercises - Sand and water play - Provision of left-handed equipment - Written signs for class labels in classes - Seating arrangements (r-handed, l-handed etc) - Visually clear classrooms - Level access to all areas of the school - Stimulating external play areas - Accessible toilets - Interactive displays - Appropriately sized tables, chairs and furniture for each class to give full access for pupils - All staff trained in meeting children's sensory needs by occupational therapist.	Universal Provision <i>provision for all</i> - Whole school behaviour policy - Class charters - Positive behaviour strategies - Structured school and classroom routines - Positive reward systems – house points - Consistent and progressive sanction system for when rules broken - School Council - Teaching listening through jigsaw lessons - Use of puzzles and games - Involvement in after school clubs - Individual job and responsibility e.g., RRS leaders, Sports Leader, ICT leaders, librarians, Anti-bullying ambassadors, eco-warriors, playground buddies - Support of lunchtime supervisors at lunchtime - Jigsaw curriculum weekly focus on social, emotional aspects of learning and mental wellbeing - Playground friends and buddies available - VAK – variety of teaching styles used to suit pupils - Visual timetables - Use of symbols- widget software - Use of first-hand experiences to stimulate learning - Trusted Adult Scheme - Staff trained in emotional coaching - Staff trained in First Aid - After school clubs 2 Trained TIS practitioners - KS2 Residentials - Staff trained in positive behavioural strategies.

	○ Pastel backgrounds on Interactive Whiteboards ○ Individual whiteboards ○ Knowledge Organisers for each unit ○ Schemes of work to meet the needs of all learners		
Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment;, Multi-Sensory Impairment; Physical Disability</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
Targeted Provision <i>Provision for needs that are additional and different</i> ○ Speech and Language support groups ○ Individual Provision Map (APDR) ○ Small group social skills sessions	Targeted Provision <i>Provision for needs that are additional and different</i> ○ Individual Provision Map ○ In-class TA support for literacy ○ In-class TA support for Numeracy ○ Differentiated resources ○ Multi-sensory letter work & spelling programmes ○ Task Board ○ Group use of ICT programmes ○ Small group support for literacy during lessons ○ Small group support for maths outside class ○ Small group reading interventions ○ Small group maths interventions ○ Precision Teaching ○ Pastel paper ○ Teaching assistant support provided in afternoons where additional support is required ○ Recording equipment used as appropriate; ICT, iPad, talking tins ○ Phonics catch up interventions. ○ RWI fast track tutoring for phonics. ○ Fast track tutoring ○ 1:1 interventions ○ Small group maths interventions ○ Fast track phonics intervention ○ Small group reading interventions	Targeted Provision <i>Provision for needs that are additional and different</i> ○ Individual Provision Map ○ Fine Motor skills programme ○ Gross Motor skills programme ○ Differentiated PE resources ○ Sports events – additional preparation ○ Handwriting scheme ○ FunFit ○ Calm areas ○ Access to sensory equipment ○ Sensory breaks	Targeted Provision <i>Provision for needs that are additional and different</i> ○ Individual Provision Map (APDR) ○ Alternative lunch-time provision ○ Social interventions e.g. Lego Therapy, group games sessions ○ Use of buddy system ○ Children have trusted adults to meet and greet them in the mornings ○ Social stories ○ Support at playtime where appropriate ○ Draw and talk ○ Group or individual TIS sessions ○ Yoga sessions ○ Social intervention

Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Visual Impairment; Hearing Impairment;, Multi-Sensory Impairment; Physical Disability</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
Specialist Provision <i>Provision for specialist needs</i> ○ Individual Provision Map (APDR) or EHCP ○ Engagement curriculum ○ Personalised timetable ○ Individual Speech therapy Care Plans regularly reviewed by speech and language therapist ○ Intervention delivered by specialist TA ○ Individual visual timetables ○ Visual Supports eg Now/Next boards; Choice Boards; ○ Individual ICT programmes ○ Work station for part of day ○ Social stories ○ Outside agency advice ○ Individual risk assessments ○ Augmented Communication aids ○ Fun Fit ○ Sensory aids ○ Calm Place ○ Increased Adult Support ○ Additional planning and arrangements for transition ○ Home/School book ○ Ear Defenders ○ Chewy toys (chewelry) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ Draw and talk sessions ○ Closely work with the Autism Team. ○ Pre-teach key vocabulary sessions ○ Shape coding	Specialist Provision <i>Provision for specialist needs</i> ○ Individual Provision Map or EHCP ○ Engagement curriculum ○ Pre-teaching of class learning or key vocabulary ○ Reinforcement practice of class learning ○ One to one support for literacy outside class e.g. RWInc ○ One to one support for maths outside class ○ Toe by Toe ○ List of current and future topic words ○ TA/ teacher support daily ○ Individual arrangements for SATs ○ Additional planning and arrangements for transition ○ Outside agency advice- Cognition and learning team, educational psychologist, physical and medical needs service. ○ Efficient word processing ○ Tinted overlays/rulers ○ Precision teaching	Specialist Provision <i>Provision for specialist needs</i> ○ Individual Provision Map or EHCP ○ Provision of specialist equipment – ICT, sloping board, grips, sticky mats, special cushion etc ○ Individual handwriting/fine motor skills work ○ TA support/monitoring at lunchtimes ○ Individual planning and arrangements for transition ○ Outside agency advice- Occupational therapist, physiotherapist, physical and medical needs service, school nurse, teacher of the deaf. ○ Individual risk assessment ○ Individual intimate care plan ○ Individual manual handling plan ○ Access to enlarged resources ○ Awareness of fatigue ○ Scribe provided ○ Handwriting ○ Daily physio exercises and sessions ○ Variety of sensory breaks on offer to meet children's sensory needs ○ Classroom access ○ Chewy toys (chewelry) ○ Ear defenders ○ Stress toys ○ Other sensory aids (e.g. weighted blanket) ○ TA support in PE/dance/games ○ Staff trained in supporting children with specialist communication aids e.g., hearing system/ radio hearing aids ○ Staff trained with supporting children with specialist mobility aids e.g., walker, wheelchair, splints ○ All staff trained in PRICE	Specialist Provision <i>Provision for specialist needs</i> ○ Individual Provision Map (APDR) or EHCP ○ Individual reward/sanction ○ TA support – communication of feelings ○ TA support individual debriefing/pre-empting ○ Individual or group cookery sessions to build relationships with adults and peers. ○ Individual Behaviour Plan ○ Playtime monitoring ○ Counselling from outside agency – clear therapy ○ Input from external agencies- educational psychologist, Kernow SEMH Support Service, CAMHS ○ Individual seating or workstation for aiding concentration for part of day ○ Weekly feedback to parents face-to-face ○ Calm area inside and outside of class ○ Additional transition arrangements ○ Individual risk assessments ○ Internal exclusion ○ Planned used of physical positive handling (Team Teach) ○ CAMHS involvement and referral ○ Penhaligon's Friends (bereavement support) ○ Dreadnought referrals ○ The Wave Project ○ Draw and Talk ○ Learning Mentor 1:1 Sessions ○ Individual forest school sessions ○ TIS Sessions ○ Team around the child meetings (TAC) ○ Emotionally available adult ○ Alternative provision including gymnastics, BF adventure, Imagine Outdoors and horse-riding. ○ Games intervention

○ Alternative provision including gymnastics, BF adventure, Dreadnought		○ Alternative provision including gymnastics, BF adventure, Imagine Outdoors	
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