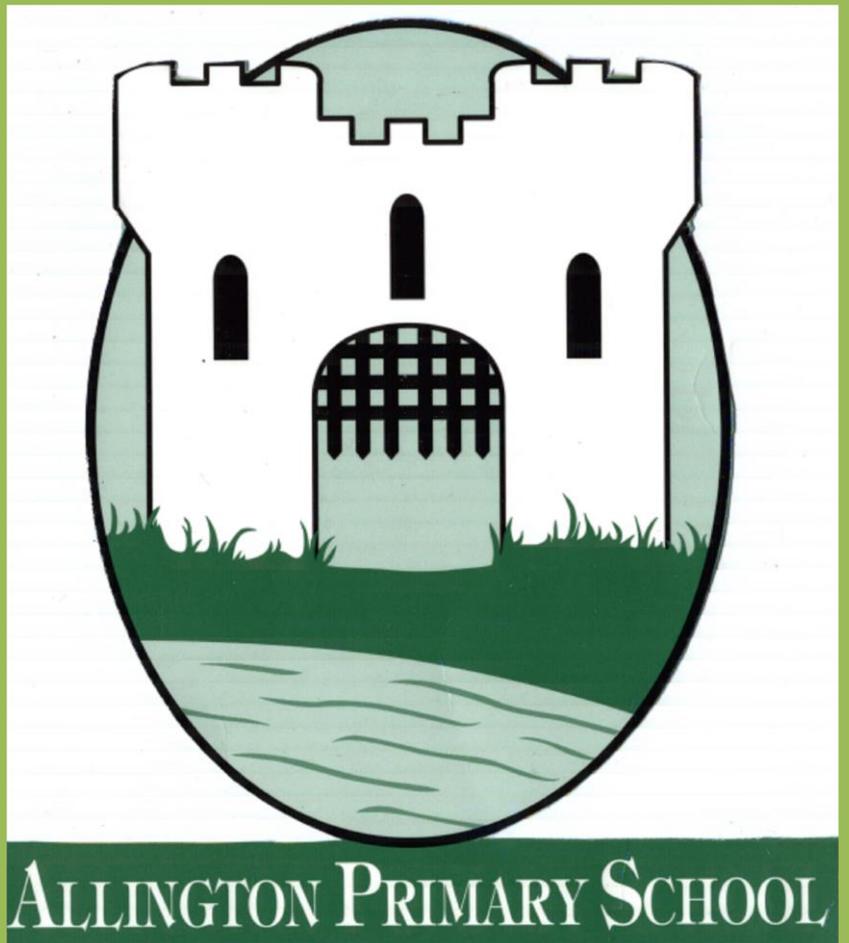


# Special Educational Needs & Disability Policy



ALLINGTON PRIMARY SCHOOL

Allington Primary School

Special Educational Needs & Disability Policy

Adopted: September 2023

Review date: September 2024

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## Mission Statement

At Allington Primary School children are valued for all aspects of their life and learning. Our aim is for all pupils to develop their self-esteem and confidence so that on leaving our school they are equipped with core academic, social, emotional and behavioural skills that they will be able to use in their future. The School has high expectations for all pupils and we provide teaching and learning experiences that target each child's needs so that they can reach their potential. We are committed to inclusion and removing any potential barriers to learning and participation. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children. (Appendix 1 – Inclusion Policy Statement)

This policy is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2021
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

- Behaviour Policy
- Equalities Policy
- Safeguarding Policy
- Medical Conditions Policy
- Complaints Policy

This policy was developed in consultation with parents/carers and representatives from the Governing Body and it will be reviewed annually.

### **Definition of Special Educational Needs (SEN)**

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEN Code of Practice, 2014).

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

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (SEN Code of Practice, 2014)

At Allington, we consider special educational provision to be any provision that is additional to, or different from that generally provided for other children of the same age.

In a very few cases if a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. If the required assessments are carried out, it may lead to an Education, Health and Care Plan (EHCP) being issued. The decision as to whether the pupil is eligible for an EHCP will be made by a group of people from education, health and social care. Parents have the right to appeal against any decision made in this process.

### **Definition of Disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ (SEN Code of Practice, 2014)

### **Special Educational Needs Provision**

Staff at Allington Primary School will work alongside professional agencies to make provision for pupils both with and without and EHCP with a range of special educational need. SEN falls within four broad areas of need and provision:

1. Communication & Interaction, including:
  - Speech, Language and Communication Needs (SLCN)
  - Autistic Spectrum Disorder (ASD)
2. Cognition & Learning, including:
  - Moderate Learning Difficulty (MLD)
  - Severe Learning Difficulty (SLD)
  - Profound & Multiple Learning Difficulties (PMLD)
  - Specific Learning Difficulty (SpLD) such as Dyslexia, Dyscalculia and Dyspraxia
3. Social, Emotional and Mental Health, including:
  - Attention Deficit Disorder (ADD)
  - Attention Deficit Hyperactivity Disorder (ADHD)
  - Attachment Disorder
4. Sensory and/or Physical including:
  - Visual Impairment (VI)
  - Hearing Impairment (HI)
  - Multi-Sensory Impairment (MSI)
  - Physical Disability (PD)

### **Admissions**

Decisions on admissions of pupils with an EHCP are made by the Local Authority. Admissions arrangements for pupils with an EHCP do not discriminate against or disadvantaged disabled pupils or those with special educational needs.

## **Roles and Responsibilities**

The person responsible for overseeing the provision for children with SEN is the Head Teacher, Mrs C Howson.

The person co-ordinating the day-to-day provision of education for pupils with SEN is the Inclusion Manager, Mrs E Burton-Grange. Mrs Burton-Grange is a qualified teacher and has also received the National Award for SEN Co-ordination.

The SEN governor, Mrs L Duckett, meets three times a year with the Inclusion Manager to carry out a rolling programme of monitoring, evaluation and review in order to raise awareness of SEN issues during full governing body meetings.

Mrs Burton-Grange is available on 01622 757350 or via the school office email, [office@allington.kent.sch.uk](mailto:office@allington.kent.sch.uk).

## **Identification & Assessment**

The process followed at Allington when deciding whether a child has SEN and therefore requires SEN support is outlined in the SEN Referral Pathway (Appendix 2).

At Allington, we aim to identify and assess the needs of all pupils as early as possible in order to ensure early identification and intervention for any SEN and to support the pupil in making good progress. We use a range of methods to identify and assess needs including discussions with parents/carers and previous settings and outcomes of medical assessments, alongside our internal data.

We monitor the progress of all pupils formally three times a year to review their academic progress. We use a range of assessments at various points including:

- Y1 phonics screening
- EYFS baseline assessment
- Statutory end of Key Stage assessments
- Speech Link
- Language Link
- Spelling and reading age assessments
- Reading, writing and maths assessments

Pupil Progress Meetings are held twice a year, where the class teacher meets with the Inclusion Manager and Head Teacher to discuss the outcomes of these assessments, alongside observations made by the class teacher and pupil's wellbeing. Where progress is not sufficient or there are concerns about wellbeing, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. These might involve additional small group or 1:1 support.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range

assessment tools to determine the cause of the learning difficulty. At Allington Primary School we are experienced in using the following assessment tools:

- Special Needs Assessment Profile (SNAP) – Specific Literacy Difficulty
- Special Needs Assessment Profile (SNAP) - Maths
- The British Picture Vocabulary Scale (BPVS)
- Speech Link
- Infant and Junior Language Link
- Spence Children’s Anxiety Scales
- Strengths and Difficulties Questionnaire
- DASH (handwriting speed assessment)
- Ravens Matrices (non-verbal reasoning)
- Expressive Vocabulary Test (EVT)
- Memory Magic (working memory assessment)
- Boxall Profiling (assessment of emotional needs)
- Various reading and spelling assessments.

We also have some access to external advisors who may include:

- Educational psychologists,
- Specialist Teaching and Learning Services
- Speech and language therapists
- Occupational therapists
- Physiotherapists
- School nurse
- Paediatricians
- Specialist counsellors

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, included in a provision map or individual provision plan and reviewed/revised regularly. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available. In consultation with parents, the pupil will then be placed on our SEN register.

If the pupil is able to make good progress using this additional and different provision, but would not be able to maintain this good progress without it, we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different provision, he or she will not be identified with special educational needs. When any change in identification of SEN is changed, parents will be notified.

We will ensure that all teachers, including supply teachers, and support staff who work with the pupils are aware of the support to be provided and the teaching approaches to be used.

### **Provisions for Pupils**

### **What is the approach to teaching and learning for pupils with SEND?**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for 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 SEN most frequently encountered (SEN Code of Practice, 2014).

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. Information on the Mainstream Core Standards can be found at: <https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards>

In meeting the Mainstream Core Standards, the School employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one support, small group teaching, use of ICT software. As much as possible, we aim for these to be delivered through inclusive, adapted whole class teaching, but they may be delivered by additional staff funded using Higher Needs Funding, which is detailed further below.

All clubs, trips and activities offered at Allington Primary School are available to pupils with SEND either with or without an EHCP. Where necessary, the School will use the resources available to it to provide additional adult support to enable the safe participation for the pupil in the activity.

### **What additional provision is available for pupils?**

SEN support is primarily delivered by class teachers through high quality teaching, careful scaffolding and adapted teaching methods, as detailed in the SEN Code of Practice: 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.' (SEN Code of Practice, 2014). Where a child has been identified as needing additional support through the process previously detailed, they may access small group or 1:1 support. Examples of this additional support are:

- Reading support - Additional phonics sessions, structured reading schemes, additional reading opportunities, additional comprehension activities, Toe-By-Toe, Stride Ahead, Precision Teaching, Read, Write Inc.
- Writing support – Additional writing activities, additional spelling, grammar and punctuation (SPAG) activities
- Maths support – Additional maths activities, Number Stacks
- Attention and listening support – Memory Magic, Active Listening
- Physical needs support – Clever Fingers, BEAM, physiotherapy support
- Social, emotional and mental health support – social skills groups, turn-taking support, support from the Family Liaison Officer, regular check-ins, use of the Five Point Scale
- Language and communication support – Language Link, Speech Link, Lego Therapy
- Sensory needs support – Sensory circuits

Details of all the interventions offered at Allington Primary School can be found on the Targeted Provisions document (Appendix 3).

### ***Higher Needs Funding***

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching in the school is high and that there are sufficient resources to deploy adapted and, in some cases, additional teaching for pupils requiring SEN support. If the cost of provision for a child exceeds £6000 as a result of the complex nature of their needs, Higher Needs Funding may be available. The school, having sought advice from LIFT and with parental support, can apply to the Local Authority, KCC, for a contribution to the cost of the child's provision. This funding may be used to provide specialist equipment and resources, evidence-based interventions or, in some cases, additional adult support.

### ***Support from External Agencies***

Some children will require support from specialist agencies in order to help the access the mainstream learning environment. The school works alongside a range of agencies to ensure pupils individual needs are met, including:

- Community Paediatrics
- Specialist Teaching and Learning Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Children and Adolescent Mental Health Services
- Slideaway
- Social Services & Early Help

### ***Resources***

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, Higher Needs Funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

### ***How do we evaluate provision?***

Every pupil in the school has their progress tracked three times a year. In addition to this, pupils with SEND may have more frequent assessments of other key areas such as reading and spelling ages, language proficiency and social and emotional wellbeing to determine cognitive and social or emotional progress where it is not always obvious from National Curriculum assessments. Using these, it will be possible to see if pupils are increasing their level of skill in key areas.

Provision is recorded and reviewed using the Provision Map software. Children on the SEN register will have individualised provision plans which are reviewed three times a year. Each review of provision will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap through rate of progress
- Widens the attainment gap

If these assessments do not show adequate progress is being made the provision plan will be reviewed and adjusted. The Inclusion Manager will monitor the curriculum planning for SEN support and also monitor the quality and effectiveness of provision for pupils with SEN through classroom observation, pupil voice, learning walks, work scrutiny and parent/carer feedback.

For pupils with an EHCP, one of the three reviews of provision will be in the form of an Annual Review, a multi-agency meeting which will enable an evaluation of the effectiveness of the special provision.

### **Staff Training**

The Inclusion Manager has completed the National Award for SEN Co-ordination and is a Designated Senior Mental Health Lead. She is a Designated Safeguarding Lead and has received awareness training on a range of different areas relating to SEN and inclusive practice. The Inclusion Manager also attends the regular local SEN and AEN forums.

In-service training and individual professional development is arranged to match whole school development priorities and the needs of individual pupils. In-house additional needs and inclusion training is provided by the Inclusion Manager to teachers and Teaching Assistants (TAs) via staff meetings.

Where a training need is identified beyond that which can be provided in-house, the School will find a provider who is able to deliver it. Training providers we can approach are: Five Acre Wood Outreach, Bower Grove Outreach, Educational Psychologist Service, Speech and Language Therapy Service, Occupational Therapy Service, Physiotherapy Service and Specialist Teaching and Learning Services, as well as courses provided by the Local Authority, KCC.

### **Working in Partnership with Parents & Pupils**

Friendly, open dialogue really benefits pupil progress. At Allington Primary School we have an open-door policy. All parents of pupils are invited to discuss the progress of their children on two occasions a year and receive a written report once a year with the option of discussing this with the class teacher. In addition, the Inclusion Team, consisting of the Inclusion Manager and Family Liaison officer, are happy to arrange meetings outside of these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a Special Educational Need. All such provision will be recorded, tracked and evaluated on the Provision Map software. This will be discussed with parents at Parents Evenings.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. Depending on the outcome of these assessments, a pupil may be identified as having a Special Educational Need and placed on the School's SEN register. If a pupil's assessment shows a milder level of need, they will continue to be monitored on an in-school Vulnerable Groups register. This process is outlined in the SEN Referral Pathway (Appendix 2).

The School involve the children themselves in planning and in any decision making that affects them. Parents/carers are likely to play a more significant role in the childhood years, with the young person taking more responsibility and acting with greater independence in later years.

### ***External Support for Parents of SEN Pupils***

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

**Helpline:** 03000 41 3000. Monday to Friday, 9am - 5pm.

**Email:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

**Address:** Shepway Centre, Oxford Road, Maidstone, ME15 8AW

**Telephone:** 03000 412 412

**Facebook:** [IASK on Facebook](#)

**Fax:** 01622 671198

<http://www.kent.gov.uk/kpps>

### **Transition**

At Allington Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. These arrangements may include:

- Visits to pre-schools by Early Years Staff and the SENCO/Inclusion Manager
- Arranging for children with EHCPs to attend series of visits in Term 6 , accompanied by their key worker, in preparation for their transition in Term 1
- Meetings with parents and STLS (Specialist Teaching and Learning Service) and Early Year's SENCO
- Inviting staff to EHCP reviews

We also contribute information to a pupil's onward destination when they leave us at the end of Year 6 or if they transfer to a new school partway through their primary school journey. This may take the form of:

- Providing detailed information including attainment levels
- Arranging meetings with SENCOs or Heads of Year 7
- Inviting staff to EHCP reviews
- Arranging additional transition visits

### **Pupils with Medical Conditions**

The Children and Families Act 2014 places a duty on academies to make arrangements to support pupils with medical conditions. Where children have SEN as well as medical needs their provision will be planned and delivered in co-ordination with the health care plan. This is covered in more detail under our "Supporting Children in School with Medical Conditions" policy.

## **The Governing Body**

The Governing Body involves other bodies in meeting the needs of pupil with SEN and in supporting the families of such pupils. The Governing Body has engaged with the following organisations:

- Free membership of LIFT (Local Inclusion Forum Team) for access to Specialist Teaching and Learning Service
- Link to Disabled Children’s Service for support to families for some pupils with high needs
- Access to local authority’s service level agreement with Speech and Language Therapy Services/Occupational Therapy Services/Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make requests for advice from Communication and Assistive Technology Team, etc.

## **Complaints**

The normal arrangements for the treatment of complaints at Allington Primary School are used for complaints about provision made for Special Educational Needs. We encourage parents to discuss their concerns with class teacher, Inclusion Team or Head Teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

## **The Local Offer**

The Local Authority’s Local Offer outlines the support that is available in Kent for pupils with SEN and their families. The Local Offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs>. Parents without internet access should make an appointment with Mrs Burton-Grange for support to gain the information they require.

## **Monitoring and Reviewing**

Approved by the Governing Body	September 2023
Next Review in	September 2024

## **Appendix 1**

### **Statement of Inclusion**

This policy outlines the School's approach to supporting children with SEN but Allington Primary School supports the widest definition of inclusion. This definition encompasses the meeting of the needs of all pupils in the school, not just those with SEND but also those from other vulnerable groups, such as those with English as an Additional Language, those from disadvantaged background and Looked After Children.

We strive to deliver a fully inclusive curriculum which celebrates diversity and meets the needs of all learners. The inclusive nature of the School is reflected in all aspects of school life, the values and philosophy of its members and their practices.

Inclusion is not static but an on-going process and so the School's approach to inclusion is constantly evolving. At the heart of this approach is a school-wide acknowledgment that inclusion is the responsibility of everyone within the school and that all pupils are entitled to high-quality teaching, and where appropriate, additional support.

Inclusive practice supports the learning of all pupils and incorporates:

- An inclusive ethos
- A broad and balanced curriculum for all pupils
- Systems of early identification of barriers to learning and participation
- High expectation and suitable targets for learners

As with Special Educational Needs, early identification of additional needs or factors impacting on pupils' learning is key and the School may employ the same processes and strategies as those detailed in the SEND policy to identify and support these pupils. Pupils will be monitored on an in-school Vulnerable Groups register.

Staff have access to relevant in-house training as well as training delivered by external providers to ensure they are confident in supporting any additional needs pupils may have.

The Inclusion Team, including the Inclusion Manager and Family Liaison Officer, are available to support other staff members as they strive to deliver a fully inclusive curriculum, to work directly with children who have a range of additional learning needs or factors impacting on their learning and to support the families of our most vulnerable pupils.

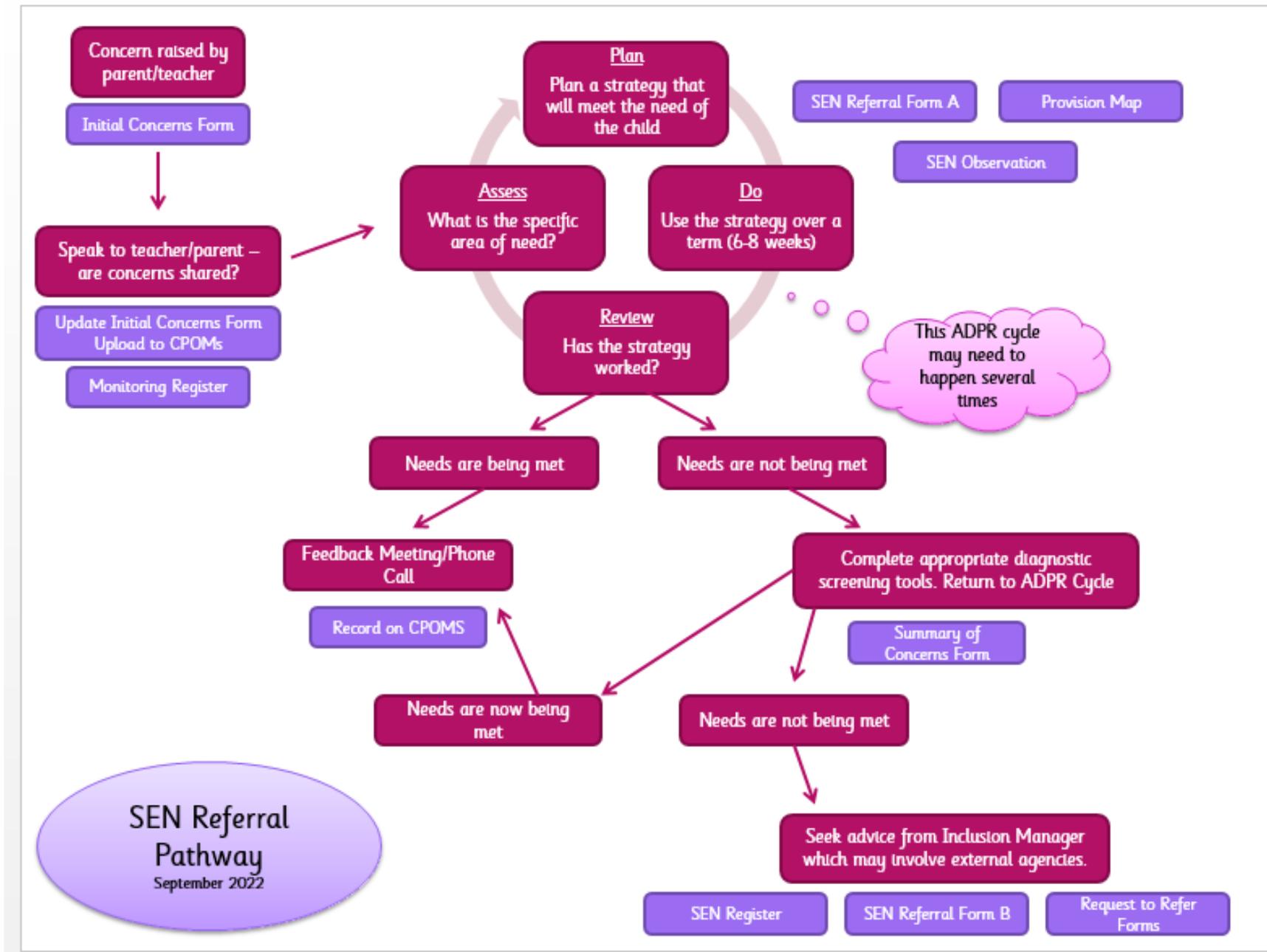
The Inclusion Manager and Head Teacher carefully monitor the progress of all pupils, including those with additional needs, to ensure all pupils' are being supported to achieve their full potential.

#### **Pupil Premium Grant**

Allington Primary School receives a certain amount of funding each year designed to support us in meeting the needs of and promoting academic, social and emotional progress in pupils from

disadvantaged backgrounds. The School's strategy for Pupil Premium spending is detailed in the Pupil Premium Strategy on the school's website.

**Appendix 2**  
**SEN Referral Pathway**



**Appendix 3**

**Targeted Provisions 2023-24**

*\*please note, these interventions are subject to change over the year*

**Communication & Interaction**

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Speech Link	EYFS, KS1 and KS2 children struggling with speech sound production.	C&I	TA	Until targets are met.	10 mins, 3xWeek	Up to 1:4 (must have the same target sound)	<p>I will produce the X sound correctly in isolation</p> <p>I will produce the X sound correctly in a vowel-consonant blend</p> <p>I will produce the X sound correctly in a word</p> <p>I will produce the X sound correctly in a word within a sentence</p>	<p>I will be able to articulate my wants and needs coherently so I can be understood by a familiar adult</p> <p>I will be able to articulate my wants and needs coherently so I can be understood by my peers</p> <p>I will be able to articulate my wants and needs coherently so I can be understood by an unfamiliar adult</p>	<p><b>Entry &amp; Exit data –</b> Speech Link Assessment</p> <p><b>Completed by trained TA.</b></p>
Language Link	EYFS, KS1 and KS2 children struggling with receptive language.	C&I	TA	Until targets are met.	10 mins, 3xWeek	Up to 1:4 (must have the same target area)	<p><i>Set in conjunction with Inclusion Manager</i></p>	<p>I will be able to follow X-step instructions within the classroom.</p> <p>I will be able to follow X-step instructions within a learning task.</p>	<p><b>Entry &amp; Exit data –</b> Language Link Assessment</p> <p><b>Completed by trained TA.</b></p>

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Lego Therapy	KS1 and KS2 children experiencing social difficulties or issues with turn-taking.	C&I, SEMH	TA	6 weeks	30 mins, 1xWeek	1:3 (Engineer, Supplier & Builder) Or 1:4 (Engineer, Supplier, Builder & Evaluator)	<p>I will be able to follow instructions within a structured group task.</p> <p>I will be able to take on a role within a structured group.</p> <p>I will be able to listen to my peers within a structured group task.</p>	<p>I will be able to work successfully with a group on a shared learning task.</p> <p>I will listen to my friends' ideas when working/playing within a group.</p> <p>I will be able to take on a specific role during a group learning task.</p>	<p><b>Entry &amp; Exit Data</b> – SDQ &amp; Lego Therapy assessment.</p> <p><b>Completed by Class Teacher.</b></p> <p><b>Analysed by Inclusion Manager.</b></p>
Makaton	KS1 and KS2 children using a total communication approach.	C&I	Trained TA	On-Going	10 mins, 3xWeek	1:1	I will know the Makaton signs for X.	<p>I will be able to communicate my wants and needs within the classroom using Makaton.</p> <p>I will be able to communicate my wants and needs with my peers using Makaton.</p> <p>I will be able to communicate aspects of a learning task using Makaton.</p>	<p><b>Entry &amp; Exit Data</b> – % of key Makaton signs known.</p> <p><b>Completed by Trained TA.</b></p>

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Visuals	KS1 and KS2 children who find verbal instructions difficult to understand or recall	C&I	Class Teacher/ TA					<p>I will recall classroom routines with minimal/no adult support.</p> <p>I will recall classroom instruction with minimal/no adult support.</p> <p>I will successfully manage transitions from one activity to another with some/minimal/no adult support.</p>	

## Cognition & Learning

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Precision Monitoring	KS2 children who have struggled with phonics and are still not reading or spelling at an appropriate age or those diagnosed with Dyslexia.	C&L	TA	6 weeks	10 mins, 5xWeek	1:1	I will be able to read/spell X/X High Frequency Words by sight.	<p>I will be able to accurately read reading-age appropriate texts with increasing independence.</p> <p>I will be able to read written learning tasks instructions with increasing independence.</p>	<p><b>Exit &amp; Entry Data:</b> Sight recognition of HFW.</p> <p><b>Completed by TA.</b></p>

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
								I will correctly spell target high frequency words correctly in my writing.	
Toe-by-Toe	KS2 children who have struggled with phonics and are still not reading or spelling at an appropriate age or who are diagnosed with Dyslexia.	C&L	TA	10 mins, 5xWeek	6 weeks	1:1	I will be able to read X/X High Frequency Words by sight.	<p>I will be able to accurately read reading-age appropriate texts with increasing independence.</p> <p>I will be able to read written learning tasks instructions with increasing independence.</p>	<p><b>Exit &amp; Entry Data:</b> Burt Test Reading Age</p> <p><b>Completed by TA.</b></p>
Stride Ahead	KS2 children who can decode to the level of an 8 year old, but because they find decoding challenging, they cannot give adequate effort to	C&L	TA	10 mins, 5xWeek	6 weeks	1:1		<p>I will be able to accurately read reading-age appropriate texts with increasing independence.</p> <p>I will able to answers questions about a reading-age appropriate text that I have read.</p>	<p><b>Exit &amp; Entry Data:</b> Burt Test Reading Age</p> <p><b>Completed by TA.</b></p>

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
	comprehension.								
SNIP	KS1 and KS2 children who have not grasped spelling with phonics knowledge and instead require a whole word approach.	C&L	TA	10 mins, 3xWeek	6 weeks	1:1	I will be able to spell X/X High Frequency Words by sight.	I will correctly spell target high frequency words correctly in my writing.	<b>Exit &amp; Entry Data:</b> SNIP Assessment Spelling Test  <b>Completed by TA.</b>
Reciprocal Reading	KS2 children who are struggling with reading comprehension or those who are higher ability and need challenging further	C&L	TA	6 weeks	30 mins, 1xWeek	1:6	I will be able to answer questions (related to my role) about an age-appropriate text.	I will be able to answers questions about an age-appropriate text.	<b>Entry &amp; Exit Data:</b> Reading Score  <b>Completed by Class Teacher.</b>

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Read, Write Inc.	KS1 & LKS2 children struggling to acquire phonics through high quality class teaching.	C&L	Trained TA	Until phonic knowledge is proficient	10 mins, 3xWeek	1:6 (must have similar targets)	<p>I will recognise the following sounds:</p> <p>I will be able to blend the following sounds in words:</p>	<p>I will be able to accurately read reading-age appropriate texts with increasing independence.</p> <p>I will be able to read written learning tasks instructions with increasing independence.</p>	<p><b>Entry &amp; Exit Data:</b> RWI Assessment.</p> <p><b>Completed by TA.</b></p>
Phonic Readers	KS2 children who have struggled to acquire phonics knowledge and need support with reading and reading comprehension.	C&L	TA	Until series is complete	20 min, 1xWeek	1:1	<p>I will be able to blend the following sounds in words:</p> <p>I will be able to answer questions about a reading-age appropriate text.</p>	<p>I will be able to accurately read reading-age appropriate texts with increasing independence.</p> <p>I will be able to answers questions about a reading-age appropriate text.</p>	<p><b>Entry &amp; Exit Data:</b> Phonic Reader Assessment.</p> <p><b>Completed by TA.</b></p>
Touch Typing(BBC Dance Mat/Easy Type)	KS2 children struggling with handwriting and needing an alternative method of recording	C&L/S&P	TA	Until typing is proficient enough for a typed piece of writing	10 mins, 3xWeek	1:6	I will increase the number of words I can type per minute	I will be able to type X number of sentences during a writing task.	<p><b>Entry &amp; Exit Data –</b> Typed WPM</p> <p><b>Completed by TA</b></p>

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Memory Magic	KS1 & KS2 children who are struggling with working or auditory memory.	C&L	TA	6 Weeks	10 mins, 5xWeek + in-class reinforcement	1:6	<i>Set in conjunction with Inclusion Manager</i>	<p>I will use a learnt strategy to help me recall classroom instructions.</p> <p>I will use a learnt strategy to help me recall learning task instructions.</p> <p>I will use a learnt strategy to help me recall information from a previous learning task.</p>	<p><b>Entry &amp; Exit Data:</b> Memory Magic Assessment</p> <p><b>Completed by TA. Analysed by Inclusion Manager.</b></p>
Number Stacks	KS1 & KS2 children struggling with core maths skills	C&L	TA	Until ARE is scored on the assessment		1:3 (must have similar targets)	I will achieve an age-appropriate score on the Number Stacks assessment for X.	I will apply my understanding of X to learning tasks within the classroom.	<p><b>Entry &amp; Exit Data:</b> Number Stacks Assessment</p> <p><b>Completed by TA. Analysed by Class Teacher.</b></p>
Coloured Overlays	KS1 & KS2 children who have identified visual stress	C&L	Class Teacher/ TA					I will be able to accurately read reading-age appropriate texts with increasing independence.	

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
								<p>I will accurately read reading-age appropriate texts with increasing speed.</p> <p>I will be able to accurately read learning materials with increasing independence.</p>	
Assistive Technology	KS1 & KS2 children who cannot form written sentences	C&L	Class Teacher/ TA					<p>I will be to record X number of sentences with grammatical accuracy.</p> <p>I will be able to independently record sentences relating to a learning task.</p>	
Task Management Board	KS1 & KS2 children who struggle to recall verbal task instructions	C&L	Class Teacher/ TA					I will complete the steps of a learning task without asking an adult to repeat them.	
Access Arrangements for Tests	KS1 & KS2 children who require additional support to achieve on tests	C&L	Class Teacher/ TA					I will achieve as expected or better on tests.	

## Social, Emotional & Mental Health Needs

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Sensory Circuits	EYFS, KS1 and KS2 children who are struggling to settle into class after an unstructured period of time.	SEMH S&PN	TA	6 weeks	10 mins, Up to 3xDay	1:3	I will learn strategies to help me self-regulate when I am feeling restless/lethargic.	I will settle to learning after a transition within X minutes.	<p><b>Entry &amp; Exit Data:</b> SDQ &amp; Sensory Circuit Assessment.</p> <p><b>Completed by Class Teacher. Analysed by Inclusion Manager.</b></p>
Draw and Talk	KS1 and KS2 children feeling emotionally insecure or experiencing a trauma.	SEMH	FLO	12 weeks	30 mins, 1xWeek	1:1	I will explore & share my feelings with a familiar adult.	I will be emotionally available for learning.	<p><b>Entry &amp; Exit Data – SDQ &amp; Boxall.</b></p> <p><b>Completed by Class Teachers. Analysed by Inclusion Manager.</b></p>

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Check-Ins	EYFS, KS1 and KS2 children who are struggling with SEMH issues or family wellbeing which is impacting on their progress or wellbeing in school.	SEMH	TA/FLO	Dependent on level of need	Dependent on Level of need	1:1	<p>I will learn strategies to manage my anxiety-based school avoidance.</p> <p>I will report lower levels of anxiety.</p>	<p>I will be emotionally available for learning.</p> <p>I will attend school 90% of the time.</p>	<p><b>Entry &amp; Exit Data:</b> SDQ &amp; SCAS</p> <p><b>Completed by Class Teacher. Analysed by Inclusion Manager.</b></p>
The Incredible Five Point Scale	KS1 and KS2 children struggling to manage their emotions (i.e. anger, anxiety) in a range of situations	SEMH	TA	6 weeks intervention + on-going access to scale in class	30 mins, 1xWeek + in-class reinforcement	1:1	<p>I will identify my body and brain's reactions to different emotions.</p> <p>I will identify strategies to I can use to self-regulate when I am angry/anxious.</p>	<p>I will use my scale to identify how I am feeling.</p> <p>I will implement self-regulation strategies with increasing independence.</p>	<p><b>Entry &amp; Exit Data:</b> SDQ &amp; Boxall.</p> <p><b>Completed by Class Teacher. Analysed by Inclusion Manager.</b></p>

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Move & Sit Cushion	KS1 & KS2 children who find it challenging to sit still for extended periods of time	SEMH	CT/TA					I will maintain attention for X minutes during a class input	
Fidget	KS1 & KS2 children who find it challenging to sit still for extended periods of time	SEMH	CT/TA					I will maintain attention for X minutes during a class input	
Personal Sand Timer	KS1 & KS2 children who struggle to stay on task	SEMH	CT/TA					I will complete an adult-directed task within X minutes.	

## Sensory and/or Physical Needs

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Clever Fingers	EYFS, KS1 and KS2 children struggling with fine motor skills.	S&P	TA	6 weeks	10 mins, 3xWeek	1:4	<p>I will be able to cut a straight line/zig zag/circle etc. accurately</p> <p>I will be able to thread X in X minutes</p> <p>I will be able to do up X buttons in X minutes</p>	<p>I will be able to use scissors to independently cut out resources in class.</p> <p>I will use appropriate pressure when writing so my writing can be read by an adult</p> <p>I will be able to independently zip up my coat</p>	<p><b>Entry &amp; Exit Data:</b> Evidence of handwriting, cutting, drawing. Clever Fingers Assessment.</p> <p><b>Completed by Class Teacher.</b></p>
The Early Handwriting Toolkit	KS1 children struggling with all aspects of handwriting	S&P	TA	12 weeks	15 minutes, 2xWeek	1:6	<p><i>Set using objectives from the Early Handwriting Toolkit manual.</i></p>	<p>I will be able to form all my letters correctly so that a familiar adult can read my writing.</p> <p>I will be able to form all my letters correctly so that an unfamiliar adult can read my writing.</p>	<p><b>Entry &amp; Exit Data:</b> Early Handwriting Toolkit Assessment &amp; Handwriting Sample.</p> <p><b>Completed by TA.</b></p>

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Speed Up!	KS2 children struggling with handwriting, in particular with speed of handwriting	S&P	TA	8 weeks	45 mins, 1xWeek	1:6	<i>Set using objectives from the Speed Up manual.</i>	I will be able to write legibly so my work can be read by a familiar adult.  I will be able to write legibly so my work can be read by an unfamiliar adult.	<b>Entry &amp; Exit Data:</b> Speed Up! Assessment & Handwriting Sample.  <b>Completed by TA.</b>
Touch Typing (BBC Dance Mat/Easy Type)	KS2 children struggling with handwriting and needing an alternative method of recording	C&L/S&P	TA	Until typing is proficient enough for a typed piece of writing	10 mins, 3xWeek	1:6	I will increase the number of words I can type per minute	I will be able to type X number of sentences during a writing task.	<b>Entry &amp; Exit Data –</b> Typed WPM  <b>Completed by TA</b>
BEAM/BEAM Plus Fizzy	KS1 & KS2 children struggling with gross motor skills	S&P	TA	Until programme has been completed	20 mins, 1xWeek	1:6	I will achieve all of Block A/B/C/D/E/F	<i>Set in conjunction with the inclusion manager</i>	<b>Entry &amp; Exit Data –</b> Physiotherapy checklist

Provision	Target Group	CoP Area	Led by	Duration	Frequency	Ratio	Provision Target	Related Plan Target	Impact Measure
Assistive Technology	KS1 & KS2 children who cannot form written sentences	S&P	CT/TA					<p>I will be to record X number of sentences with grammatical accuracy.</p> <p>I will be able to independently record sentences relating to a learning task.</p>	
Ear Defenders	KS1 & KS2 children who struggle with oral sensory overload	S&P	CT					<p>I will be able to join in with my peers even if activities are loud or overwhelming for me.</p>	