Appleton Academy
2019/20

What does the council and our school offer children with special educational needs or disabilities (SEND)?
(This is called 'The Local Offer or Summary of Provision')

We are a fully inclusive school who strives to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we support all of our pupils, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils. We implement a graduated approach; this is based on an Assess-Plan-Do-Review 3 range structure. Other useful documents such as our SEND and Inclusion policy are available on the school website.

If you would like any further information about Appleton Academy's Local Offer you can access the following document: "The Local Offer or Summary of Provision for children and young people with special educational needs or disabilities" via the link: guidance from Bradford Metropolitan District Council's Children's Services for SEND. https://localoffer.bradford.gov.uk/

If a child has an 'Education, Health and Care Plan', then we provide the support detailed in the plan.

Specialist Provision the School Offers When Required (These are continually developing)

- Individual Learning Programmes and Additional Teaching
- Learning Mentors
- Speech and Language Therapy in school
- Nurture provision
- Psychotherapy sessions, mentoring, social intervention groups with Assistant Heads of Year and School Healthcare Practitioner
- CBT and mindfulness
- Performing arts provision
- Dockside, Lexia
- Success in Arithmetic
- School Healthcare Practitioner – to support family and school with child's health and medical issues and to link with other health professionals
- Dyslexia Friendly classrooms and support with writing
- Lego therapy
- EAL/N2E support both in lessons and for 1-1/group support
- Assistive technology
- Mental health champions to support pupils with mental health concerns (anxiety, worry etc.)
- School social worker to support the contextual situation surrounding each child (focusing on the 'whole child')

Partnership With Parents

To ensure effective communication and partnership, staff aim to:

- Encourage parents to make an active contribution to their child's education
- Recognise the value of the knowledge, feelings and wishes of the parents at all stages

These aims are achieved by:

- Holding regular review meetings with parents and children to discuss concerns, methods of intervention and to set future targets, supporting parents to help their child at home towards these too.
- Holding parental consultation meetings and inviting parents in to class to see how their child learns.
- Providing support from the SENDCo, school social worker, parent involvement worker and class teachers.

Out of School Hours Activities – Before and After School and at Lunchtimes

We have a varied menu of activities available to children. The aim of our clubs is to engage as many children as possible;

- The clubs will include groups such as Target Reading, Writing and Maths work, Enhancing Physical Literacy, Outdoor Learning, IT skills, Sports, Arts and Music, Drama, Homework and Reading Clubs.
- Outdoor Education provision- mountain biking, climbing, team-building games, archery, dragon-boating (curriculum and after-school clubs) Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience, for example lunch-time nurture clubs, breakfast nurture groups, performing arts drama group.
- Activities are offered across the different Key stages and all children are invited to apply.

Provision is adapted for children with SEND to ensure they can participate fully.

		Range 1	Range 2	Range 3
Communication and Interaction Needs:	**Autistic Spectrum Conditions**	**Assessment** • Part of normal school and class assessments. SENDCo may be involved in more specific assessments and observations **Planning** • Normal curriculum plans include individual/group targets * Pupil involved in setting and monitoring targets. These targets are shared with home. **Grouping for teaching** • Mainstream class with specific support for targets which involve communication and interaction Opportunities for over-learning basic concepts within a small group **Human resources and staffing** • Flexible use of resources and staffing available in the classroom ● Support to promote social skills and interactions with peers and over-learning of basic concepts ● Support with recording of work **Curriculum & teaching methods** • Flexibility will be needed in expectations to follow instructions/ record work • Instructions supported by visual and written clues ● Preparation for any change and the need for clear routines ● Reduction of complex language especially when giving instructions	**Assessment** • As Range 1 plus use of more detailed NC assessment tools e.g. B Squared/PIVATS • Involvement of education and non-education professionals as appropriate **Planning** • Curriculum plans reflect levels of achievement and includes individually focused IEP targets, especially Speech and Language components and PSHCE Additional steps taken to involve parents and pupil as appropriate **Grouping for teaching** • Mainstream class based, but with some opportunity for small group and individual work to target specific needs involving communication and interaction • A quiet area within the classroom may be useful for individual work • An individual table/area within the classroom may be helpful for independent working to offer opportunities for distraction free learning • Opportunities for one to one support **Human resources and staffing** • Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. This may also involve some modification to the environment (low stimulus; distraction-free) • Use of support to implement specific materials, approaches and resources as appropriate. E.g. Circle of Friends; Social Stories as needed • Support from other agencies as appropriate. E.g. Autism Team (SEND Services), Hub schools, SALT **Curriculum & teaching methods** • Curriculum access will be facilitated by using a structured approach, which may involve: using visual systems or timetables; reducing language for instructions/ information giving • Teaching strategies should give consideration to difficulties with transfer of skills • Teaching approaches should take account of difficulties in the understanding of social rules and expectations within the classroom; slow processing of information and organisational issues	**Assessment** • As Range 2 plus more specialised assessment tools. • Where appropriate staff and other agencies will offer support as appropriate **Planning** • Whole school understanding of pupil's needs • Consideration of more specialised planning frameworks to prepare for the school day **Grouping for teaching** • Mainstream class with targeted support • The need for small group work and one to one to develop individual targets and introduce any new concepts • Access to a quiet area within the classroom when needed • It is likely that an individual table/work area would be useful to help focus learning and to offer opportunities for distraction free learning **Human resources and staffing** • Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding • Use of support to implement specific materials, approaches and resources as appropriate e.g. Circle of Friends, Socially Speaking, and Social Stories • Support from other agencies as appropriate. E.g. Autism Team (SEND Services), Hub schools, SALT **Curriculum & teaching methods** • Curriculum access will be facilitated by using a structured approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom ● One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations ● May need enhanced PSE teaching to ensure skills embedded

Glossary of terms; Autistic Spectrum Conditions

SALT: - Speech and Language Therapy
ACC: - Alternative and Augmentative Communication
SCERTS: - Social Communication Emotional Regulation Transactional Support (www.autismspeaks.org)
B-Squared/PIVATS: - Performance Indicators for Value Added Targeting
ABA: - Applied Behaviour Analysis (www.autismspeaks.org)
IEP: - Individual Education Plan

		Range 1	Range 2	Range 3
Communication and Interaction Needs	**Speech, Language and Communication Needs**	**Assessment** • Part of normal school and class assessments. SENDCO may be involved in more specific assessment and observations. **Planning** • Normal curriculum plans include individual/group targets. • Planning shows opportunities for some small group targeted talk and differentiated questions • Parents involved regularly and support targets at home. • Pupils involved in setting and monitoring their targets. • Advice from Speech and Language Therapist employed to work in school on a fortnightly basis or advice from other Speech and Language Therapists if child is seen externally. **Grouping for Teaching** • Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on identified need e.g. listening/ expressive language. • Time limited 1:1 programme based on specific need and any SALT programme as appropriate • Attention to position in the classroom and acoustics. **Human Resources/Staffing** • Main provision by class/subject teacher with advice from SENDCO. • Additional adults routinely used to support flexible groupings, differentiation and some 1:1. Additional adults actively support pupils by modifying teacher talk and scaffolding responses during introduction and plenary. **Curriculum &Teaching Methods**	**Assessment** • As Range 1 plus use of more detailed NC assessment tools e.g. B Squared /PIVATS. • Involvement of education and health professionals as appropriate. **Planning** • Curriculum plan reflects levels of achievement and includes individually focused IEP targets. • Planning shows evidence of increased opportunities for targeted talk and some individually planned questions • Additional steps taken to engage pupil and parents as appropriate. * Advice from Speech and Language Therapist employed to work in school on a fortnightly basis or advice from other Speech and Language Therapists if child is seen externally. **Grouping for Teaching** • Mainstream class with regular targeted small group support. • Time limited programmes of small group work based on identified need. • On going opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate. • Attention to position in the classroom and acoustics **Human Resources/Staffing** • Main provision by class/subject teacher with support from SENDCO and advice from specialist teachers as appropriate. Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal **Curriculum &Teaching Methods** • Increasingly individualised programme including modified tasks within an inclusive curriculum. • Modify level/pace/amount of teacher talk to pupils' identified need. • Teaching methods adapted to suit individual's identified learning style (e.g. VAK). • Opportunities for explanation, clarification and reinforcement of lesson content and language.	**Assessment** • As Range 2 plus more systematic application of assessment tools. • Involvement of education and non-education professionals as appropriate. **Planning** • Curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific. • There are targeted opportunities for talk and individually differentiated questions, shown on planning • Additional steps taken to engage pupil and parents as appropriate e.g. through specific resources, parent training or information sessions * Advice from Speech and Language Therapist employed to work in school on a fortnightly basis or advice from other Speech and Language Therapists if child is seen externally. **Grouping for Teaching** • Mainstream class, predominantly working on modified curriculum tasks. • Frequent opportunities for small group work based on identified need. • Daily opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate. Attention to position in the classroom and acoustics **Human Resources/Staffing** • Main provision by class/subject teacher with support from SENDCO and advice from education and non-education professional as appropriate. Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1. **Curriculum &Teaching Methods** • Tasks and presentation personalised to pupil's needs. • Individualised level/pace/amount of teacher talk. • Learning style determines teaching methods. • Emphasis on consolidation and lateral progress before introducing new skills.

• Increased differentiation by presentation and/or outcome e.g. visual aids, modelling responses, allowing time to answer • Simplify level/pace/amount of teacher talk. • High quality use of language modelled by all adults in school • Increased emphasis on identifying and teaching to preferred learning style. **Some use of specific group or 1:1 programmes for speaking and listening**	**Individual targets within group programmes and/or 1:1 for speaking and listening.**	• Regular opportunities for explanation, clarification and reinforcement of lesson content and language. **Small steps targets within group programmes and/or 1:1 for speaking and listening.**

Glossary of terms; Speech, Language and Communication Needs

SALT:- Speech and Language Therapy
ACC:- Alternative and Augmentative Communication
SERTS:- Social Communication Emotional Regulation Transactional Support (www.autismspeaks.org)
B-Squared/PIVATS:- Performance Indicators for Value Added Targeting
VAK:- Visual, Auditory and Kinaesthetic
IEP**:- Individual Education Plan**

		Range 1	Range 2	Range 3
Cognition and Learning Needs:	**Moderate Learning Needs**	**Assessment** • Part of normal school and class assessments. • e.g. LD Baseline **Planning** • Normal curriculum plans include QFT strategies • Parents and children involved in monitoring and supporting their targets. **Grouping for teaching** • Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on identified need e.g. listening/thinking. **Human Resources/Staffing** • Main provision by class/subject teacher with advice from SENDCO. Additional adults routinely used to support flexible groupings and differentiation **Curriculum & Teaching Methods** • Differentiation by presentation, activity and/or outcome. • Simplify level/pace/amount of teacher talk. • Emphasis on identifying and teaching gaps highlighted by LD Baseline assessment. • Opportunities for skill reinforcement/ revision • /transfer and generalisation.	**Assessment** • SENCO may be involved in more specific assessment and observations. • e.g. B Squared /PIVATS specific screening tools • SENDCO may seek advice from education and non-education professionals as appropriate. **Planning** • Curriculum plan reflects levels of achievement; progress is tracked via school tracking or CASPA. Pupil and parents are involved as above **Grouping for teaching** • Mainstream class with enhanced differentiation, regular targeted small group support. • Time limited programmes of small group work based on identified need. • Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. Advice from LD/EP is reflected in targets. **Human Resources/Staffing** ● **Main provision** by class/subject teacher with support from SENDCO and advice from specialist teachers as appropriate. ● Additional adult, **under the direction of teacher,** provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated. **Curriculum & Teaching Methods**	**Assessment** • SENDCo takes advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate. **Planning** • Curriculum plans and progress are closely monitored by CASPA or school tracker. • Targets are individualised, short term and specific. Continued regular engagement of parents **Grouping for teaching** • Mainstream class, predominantly working on **modified** curriculum tasks. • Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific IEP targets. **Human Resources/Staffing** ● **Main provision** by class/subject teacher with support from SENDCO and advice from education and non-education professional as appropriate. ● Additional adult**, under the direction of the teacher** provides sustained targeted support on an individual/group basis. May include withdrawal, carefully monitored. **Curriculum & Teaching Methods** • Tasks and presentation increasingly individualised and modified in an inclusive curriculum • Visual cues to support auditory information at all stages of delivery. • Individualised level/pace/amount of teacher talk.

| | | • Programme includes differentiated and modified tasks within an inclusive curriculum.
• Modify level/pace/amount of teacher talk to pupils' identified need.
• Programmes to consist of small achievable steps.
• Pre teach concepts and vocabulary
• Emphasis on using and applying and generalisation of skills.
• Individual targets within group programmes and/or 1:1 carefully monitored and reviewed. | • Ensure transfer and generalisation of skills has occurred before teaching anything new.
• Small steps targets within group programmes and/or 1:1 |

Glossary of terms; Moderate Learning Needs

SENDCo:- Special Educational Needs and Disability Co-ordinator
LD:- Learning Difficulties Support Team Baseline Assessment
EP:- Educational Psychologist
IEP:- Individual Education Plan

		Range 1	Range 2	Range 3

	Specific Learning Difficulties	**Assessment**
		• Part of normal school and class assessments. eg LD baseline and teacher observations
		Planning
		• Normal curriculum plans include QFT
		• Parents and children involved in monitoring and supporting their targets.
		  Grouping for Teaching
		• Mainstream class with flexible grouping arrangements.
		• Opportunities for small group work based on identified need e.g. Reading.
		
		  Human Resources/ Staffing
		• Main provision by class/subject teacher with advice from SENDCO.
		Additional adults routinely used to support flexible groupings, differentiation and some 1:1.
		
		  Curriculum & Teaching Methods
		• Differentiating for the students identified area(s) of weakness.
		• Dyslexia friendly school strategies and IDP strategies
		Cursive Handwriting is introduced as part of a MSL approach.
			Assessment
			• SENDCo uses screening tools(e.g. Madeleine Portwood / Aston Index / Bangor / LUCID RAPID / GL assessment etc)
			• Involvement of education and non-education professionals as appropriate.
			Planning
			 • . Curriculum plan reflects levels of achievement; progress is tracked via school tracking.
			• Pupil and parents are involved as above.
			  Grouping for Teaching
			• Mainstream class with regular targeted small group support.
			• Time limited programmes of small group work based on identified need.
			• Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored.
			• Advice from LD/EP is reflected in targets.
			
			  Human Resources/ Staffing
			• **Main provision** by class/subject teacher with support from SENDCO and advice from specialist teachers as appropriate.
			  Additional adult, **under the direction of teacher,** provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated.
			  Curriculum & Teaching Methods
			• Specific multisensory, cumulative, structured programmes to support the acquisition of key literacy cursive handwriting, numeracy and motor skills.
				Assessment
				• As Range 2 plus more in depth assessment of specific areas of need
				• SENDCo continues to take advice from education and non-education professionals as appropriate.
				
				Planning
				• Curriculum plans and progress are closely monitored by school tracker.
				• Targets are multi sensory, individualised, short term and specific.
				  Continued regular engagement of parents
				Grouping for Teaching
				• Mainstream class, with provision for alternative ways of recording.
				• Frequent opportunities for small group work based on identified need.
				• Opportunities for 1:1 support focused on specific targets identified through assessment, ensuring revision and over learning are incorporated.
				Human Resources/ Staffing
				• **Main provision** by class/subject teacher with support from SENDCO and advice from education and non-education professional as appropriate.
				• Additional adult, **under the direction of the teacher** provides support on differentiated recording tasks.
				• May include withdrawal, carefully monitored.
				Opportunities for reading spelling and writing activities in line with assessment results
				Curriculum & Teaching Methods
				• Structured cumulative multisensory programme run on a 1:1 or small group basis as appropriate.

		• Differentiated curriculum with some modification and alternative recording programmes including ICT if appropriate.	• Tasks and presentation increasingly individualised and modified in an inclusive curriculum • Visual cues to support auditory information at all stages of delivery. • Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within group programmes and/or 1:1

Glossary of terms; Specific Learning Difficulties

QFT: - Quality First teaching (class based teaching)
Madeleine Portwood – resources to target all aspects of development in young children
SENDCo:- Special Educational Needs and Disability Co-ordinator
LD:- Learning Difficulties Support Team Baseline Assessment
EP:- Educational Psychologist
IEP:- Individual Education Plan
HLTA:- Higher Level Teaching Assistant

		Range 1	Range 2	Range 3
Social, Emotional, Mental Health	**Social, Emotional, Mental Health**	**Assessment** • Part of normal school and class assessments. SENDCO or other staff may be involved in more specific assessment and observations. • Pupil self assessment methods used. • Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers, • Risk assessments of difficult times of the school day • Progress should be a measured change in their behaviour and learning following each review cycle • Recognition of learning styles and motivational levers **Planning** • Individualised programme of support related to assessments implemented. Key worker identified • Parents involved regularly and support targets at home • Pupils involved in setting and monitoring their targets Pupils response to social/ learning environment informs cycle of IEP/IBP formulation and implementation **Grouping for Teaching** • Mainstream class with attention paid to organisation and pupil groupings • Opportunities for small group work based on identified need e.g. listening/thinking/social skills. • Time limited mainstream classroom programme of support, which relates to assessments • Small group work to learn appropriate behaviours and for associated learning difficulties • Individual programme based on specific need **Human Resources/Staffing** • Main provision by class/subject teacher staff and resources usually available in the classroom.	**Assessment** • As range 1 plus More detailed and targeted observation i.e. interval sampling • Use and analysis of assessment tools • Assessment related to intervention strategy • Pupil self assessment extended to inform IEP/IBP • More detailed recording, monitoring of frequency, intensity, ABCs over a range of contexts, STAR analysis charts. • Wider assessments for learning/other SEN • Determine engagement of necessary education/ non-education support services possibly leading to TAC **Planning** • Curriculum plan reflects levels of achievement and includes individually focused Behaviour Support Plan targets e.g. specific behaviour targets related to assessment: consideration of adapted timetable • Additional steps taken to engage pupil and parents as appropriate • Identifying non educational input • Requires effective communication systems enabling all involved to provide consistent support • TAC processes determine holistic support plan **Grouping for Teaching** • In addition to the provision at range 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets • Mainstream class with regular targeted small group support • Time-limited programmes of small group work based on identified need On going	**Assessment** • As Range 2 plus more systematic application of assessment tools • Involvement of education and non-education professionals as appropriate through TAC processes **Planning** • Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific • More frequent involvement of parent/carer to engage pupil. • Access to additional resources are accurately accounted for • Prevention placement managed through joint school/PRU support programme • Prevention placements co-ordinated by Secondary Panel • CAF Multi-agency planning processes specifies contribution of individual services and lead practitioner. Inter-agency communication established and maintained **Grouping for Teaching** • Mainstream class, predominantly working on modified curriculum tasks • Frequent opportunities for small group work based on identified need • Daily opportunities for 1:1 support focused on specific SEMH/learning targets • PRU prevention placements offers intensive individual and small group support **Human Resources/Staffing** • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate • Daily access to staff in school with experience of SEMH, e.g. behaviour support worker, lead behaviour professional, SENDCo

- Support/advice from SENDCo with assessment and planning
- Additional adults routinely used to support flexible groupings, differentiation and some 1:1
- Close monitoring to identify "hotspots"
- Support for times identified by risk assessments
- Close liaison and common approach with parents/carers

Curriculum &Teaching Methods
- In class differentiation of the curriculum and supporting materials enabling full access to the curriculum
- Strategies developed shared with school staff, parent/carer
- Increased differentiation by presentation and/or outcome
- Simplify level, pace, amount of teacher talk/ instructions
- Increased emphasis on identifying and teaching to preferred learning style
- Opportunities for skill reinforcement/revision/transfer and generalisation
- Some use of specific group or 1:1 programmes

Preparation for any change and the need for clear routines.

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opportunities for 1:1 support focused on specific IEP targets

Human Resources/Staffing
- Main provision by class/subject teacher with advice and support from SENDCo as appropriate
- Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis
- May include withdrawal
- Additional daily support provided within school to support learning and behaviour
- Increased parental/carer involvement and multi-agency support services to plan and regularly review IEPs PSP
- Encouragement and inclusion in an extra curricular activities.
- Identification of 'key worker' with clear specification of role

Curriculum &Teaching Methods

- Modify level/pace/amount of teacher talk to pupils' identified need.
- Individual targets within group programmes and/or 1:1
- Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom
- Emphasis on increasing differentiation of activities and materials and take account of individual learning styles
- Short term individual support focusing on listening, concentration, social skills, solution focused approaches
- Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution
- Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama

At least 2 of the above

Curriculum &Teaching Methods

- Teaching focuses on both curriculum and SEMH outcomes throughout the school day
- Tasks and presentation personalised to pupil's needs.
- Individualised level/pace/ amount of teacher talk.
- Learning style determines teaching methods
- 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations
- Small steps targets within group programmes and/or 1:1 work tasks
- Targets are monitored with the pupil daily targets
- Accessing mainstream lessons for most of the time with complimentary access to LSU or other internal support arrangements

PRU prevention placements

Glossary of terms; Social, Emotional and Mental Health

SEMH: Social, Emotional and Mental Health
PALZ: Organisation to support pupils with Social, Emotional and Mental Health difficulty
CAMHS: Child adolescent mental health service
IBP: Individual behaviour plan
IEP:- Individual Education Plan
SENCO: Special Educational Needs and Disability Co-ordinator
TAC: Team around the child

We have a number of staff across school who are TEAM TEACH trained and are fully qualified to restrain a child should the rare occasion arise. Recording and reporting forms are kept in a locked cupboard in the SENCOs office.

		Range 1	Range 2	Range 3

Sensory and Physical Needs:	**Hearing Impairment**	**Assessment and Planning**
		• Part of school and class assessments
		• Normal curriculum plans include individual/group targets
		Grouping for Teaching
		• Mainstream class
		• Attention to seating, lighting and acoustics
		Human Resources/ Staffing
		• Main provision by class/subject teacher
		
		Agreed joint written Advice from CCG and Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management. Advice given by hospital audiologist.
		
		Curriculum & Teaching Methods
		• Full inclusion within National Curriculum
			Assessment
			• Part of school and class assessments
			• Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to STDC
			Planning
			• Normal curriculum plans include individual/group targets
			Grouping for Teaching
			• Mainstream class
			• Attention to seating, lighting and acoustics
			Human Resources/ Staffing
			
			• Main provision by class/subject teacher
			Single piece of work on referral:
			• Contact family
			• Visit school:
			    Observe pupil in class
			    Speak to pupil
			    Speech discrimination
			    Gather data on progress
			    Advise staff (class teacher / SENDCO)
			• Written report circulated to school, family, hospital
			• Additional support if needs change on request from school
			
			Curriculum & Teaching Methods
			• Full inclusion within National Curriculum
			
			Teaching methods which facilitate access to the curriculum, social/emotional development and class participation
				Assessment
				• Part of school and class assessments
				• May require modification to the presentation of assessments
				• Use of speech audiometry and other specialist tools to assess access to spoken language in class
				Planning
				• Curriculum plan reflects levels of achievement and includes individually focused IEP targets
				Grouping for Teaching
				• Mainstream class
				• Attention to seating, lighting and acoustics
				Opportunities for 1:1 and small group work
				
				Human Resources/Staffing
				• Main provision by class/subject teacher
				Initial piece of work on referral:
				• Contact family
				• Visit school:
				    Observe pupil in class
				    Speak to pupil
				    Speech discrimination
				    Gather data on progress
				    Advise staff (class teacher / SENDCO)
				• Written report circulated to school, family, hospital
				• Annual electroacoustic hearing aid checks
				• Monitoring visit to speak to pupil/SENDCO
				• Issue radio aid and monitor use.
				Curriculum & Teaching Methods
				• Full inclusion within National Curriculum
				• Possible differentiation by presentation and/or outcome
				• Opportunities for explanation, clarification and reinforcement of lesson content and language
				Specific interventions for speaking, listening and teaching of phonics

Glossary of terms: Hearing Impairment
CCG: - clinical commissioning group – This is an NHS organisation set up by the Health and Social Care Act 2012 to organise the delivery of NHS services in England. Used to provide support and advice.
STDC :-Support team for deaf children
TOD :- Teacher of the Deaf
PIM:- Pupil inclusion mentor
SALT:- Speech and language therapy HI:- Hearing Impairment

		Range 1	Range 2	Range 3
Visual Impairment		**Assessment and Planning** School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect. **Grouping for Teaching** Mainstream class. Attention to seating position in classroom **Curriculum & Teaching Methods** • Quality First Teaching • Full inclusion within mainstream class. • Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.	**Assessment and Planning** School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect. **Grouping for Teaching** Mainstream class. Attention to seating position in classroom. **Curriculum & Teaching Methods** Quality First Teaching Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil. e.g. Oral descriptions of visual materials	**Assessment and Planning** Planning based on current visual performance and prognosis of possible changes. **Grouping for Teaching** Mainstream class. Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate **Curriculum & Teaching Methods** Quality First Teaching Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. Some modification / differentiation of learning materials and curriculum delivery to facilitate access. E.g. Attention to speed of lesson delivery and speed of working of VI pupil.

Glossary of terms: Visual Impairment

VI - Visual Impairment

CCTV (closed circuit television) - Not a security feature, but a magnifying camera which can enlarge things on a monitor screen so that people with visual impairment can access text. Some are portable and can store images from the board or at a distance, to be viewed on screen.

Central vision - What can be seen in colour and detail with the macula, when looking straight at the target.

Educationally blind - Not having enough sight to be able to access the curriculum without very significant adaptations (e.g. Braille).

Functional Blindness - Vision so severely reduced that a person is unable to function visually and has to use other senses. **Partial Sight** - Reduced vision: officially visual acuity between 6/60 and 3/60 (registered as partial sight).

		Range 1	Range 2	Range 3
Multi-Sensory Impairment		See HI and VI guidance	See HI and VI guidance	**Assessment and planning** • Part of school and class assessments • Visual and hearing assessments • Functional sensory assessment • As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development • Curriculum plan closely tracks levels of achievement • IEP targets are individual, short term and specific • IEP targets jointly formulated and monitored with QTMSI **Grouping for teaching**

		Daily opportunities for small group work and individual support to ensure access to new experiences and afford opportunities to complete work, preview and review lessons
		Curriculum & Teaching Methods
		• Significant modification to learning materials and curriculum delivery
		• Individual mobility and independence/life skills programmes
		Human Resource and Staffing
		• Daily access to individual support, trained to meet the needs of pupils with MSI
		• Frequent visits from QTMSI
		• Input from mobility/rehabilitation officer
		• Input from other educational and non-educational professionals as appropriate
		• Need for balanced approach to support and intervention to facilitate social inclusion

Glossary of terms Multi-Sensory Impairment

MSI – Multi-Sensory Impairment

QTMSI – Qualified Teacher Multi-Sensory Impairment

Acquired deaf blindness – A combination of visual and hearing impairment which occurs or impacts after the development of a first language.

BSL Interpreter - An interpreter who interprets from spoken English to British Sign Language (BSL) and BSL into spoken English (voice over). The interpreter may use Visual Frame (signing within a limited space appropriate to the needs of the deaf blind person's vision) or Hands On/Co-Active tactile signing (see below).

Co-active / hands on signing- Deaf blind children or young people may use co-active or 'hands on' signing, which involves placing their hands under the hands of the adult to receive information (receptive) or placing their hands over the hands of the adult to give information (expressive

	Range 1	Range 2	Range 3
Physical Difficulties	**Assessment** • Part of settings and Foundation Stage /Key Stage assessments. SENCO may be involved in more specific assessment and observations. • Regular review of personal educational plan • Pre referral advice from the teaching support service **Planning** • Settings curriculum plans including individual/group targets. • Parents/carers involved regularly and support targets at home. Child involved in setting and monitoring their targets. **Grouping for teaching** • Mainstream class with flexible approach to grouping and or some individual work.	**Assessment** • As for range one but with advice from teaching support service and possibly health care professionals. **Planning** • Normal curriculum planning in addition to closely focussed and monitored IEP targets for 10-20% time **Grouping for teaching** • Full inclusion within the National Curriculum Guidance for the Foundation Stage through enhanced use of differentiation and group support. • Buddy system Circle time activities to help boost self esteem. **Curriculum & Teaching Methods** • Pre handwriting skills programme	**Assessment** • For mobility and curriculum access to be carried out by both educational and health colleagues. • May need specialist seating • May need ICT assessment to aid with future curriculum recording. **Planning** • Curriculum planning now closely linked to IEP targets. Modified PE/outdoor play curriculum is likely to be needed. **Grouping for teaching** • Mainstream classroom setting. • Small group or one to one adult input to practice skills. • Individual skills based work may need to take place outside the classroom.

Circle time activities to help build self esteem. **Curriculum & Teaching Methods** • Pre handwriting assessment and relevant skills practice • Dressing and undressing skills programme. • Access to gross motor skills assessment. May need access to basic equipment such as pencil grips, stubby handled paint brush. **Resources** • Main support from foundation stage practitioners/class teachers with support from SENDCO.	• Dressing and undressing skills programme. • Access to appropriate ICT equipment. • May need specialist seating and or furniture or equipment. **Resources** • Main support from foundation stage practitioners/class teachers with support from SENDCO and or specialist support service when needed • Input from additional adult to provide targeted support under the direction of teacher. • Some support/ supervision may be needed to meet hygiene needs and or outside play and at lunch time

Curriculum & Teaching Methods   • Programme to support pre handwriting and handwriting skills.   • Differentiated writing materials and equipment.   • Differentiation to PE curriculum.   • Dressing and undressing skills programme.   • ICT equipment to aid recording and possibly AAC.   Will need specialist seating and or furniture or equipment.   **Resource**   • Flexible use of classroom support to access curriculum and develop skills in recording.   • Staff in school trained for manually handling/sling and banana board transfers.   Training and advice from specialist support service for teaching and support staff.

Glossary of terms Physical Difficulties

AAC - Augmentative and alternative communication is an umbrella term that encompasses the communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language. AAC is used by those with a wide range of speech and language impairments, including congenital impairments such as cerebral palsy, intellectual impairment and autism, and acquired conditions such as amyotrophic lateral sclerosis and Parkinson's disease.

Outside Agencies

Below we have listed some of the outside agencies that may be involved in supporting pupils with SEND

Educational Needs Support Service:
Educational psychology, Small STEPS, Portage (pre-school – home-based), Service for physical disability, Hearing impaired service, TRACKS/Home tuition service, Visually impaired service, Education welfare service (attendance), Parent partnership service, Bradford behaviour support service, ASD HIT support and Downs Syndrome Support and Training service.

Health/social services:
Speech and language therapy, Occupational therapy, Specialist consultant, General practitioner, Paediatrics, Health visitor, School nurse, ESCAYP counselling, Child and adolescent mental health service – CAMHS, Social services, Physiotherapy and Podiatry.