



The Avenue Primary School and
Children's
Centre
Special Educational Needs and Disability
(SEND) Information Report January 2020

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In line with the SEND Code of Practice 2015, schools have a duty to publish information on their website about the implementation of the policy for Special Educational Needs and Disability. Within this document, we hope you will find information about the provision in place at The Avenue Primary School for children with SEND.

Our vision for children with SEND

At The Avenue Primary School, we aim to inspire, nurture and challenge our children to achieve their full potential by enabling them to learn with enthusiasm, develop their creativity, discover their talents and do their best. We believe that all children should make progress regardless of their SEND.

<p><i>Who's who and what do we do?</i></p>	<ul style="list-style-type: none"> • Class teachers have the responsibility for the achievement and progress of all children in their class. Class teachers are available in the playground after school or may be contacted via the school office • Mrs Fulbrook is the Special Educational Needs Coordinator. Her role is to monitor and coordinate provision, provide advice and liaise with parents and outside agencies. She may be contacted in the first instance via email or through the school office. • Miss Woffenden is the Assistant SENCO. • Miss Thomas is the headteacher who has ultimate responsibility for SEND. • Mrs Whitehead-Whiting is the governor with responsibility for SEND. • We have a team of around 19 teaching assistants who are trained to deliver a range of interventions and support programmes. Some of our TAs work in the classroom directly with the children while others may deliver intervention. We have three trained ELSAs at The Avenue School. Three TAs are trained in manual handling. One TA is trained in delivering intervention for Speech and Language needs. Two are trained in Team Teach. • We have a Behaviour Support TA who is on-call to respond to any children struggling with their emotions during the school day. • Two ELSAs also run the morning nurture groups.
<p><i>How does the school know if my child needs extra help?</i></p>	<ul style="list-style-type: none"> • Class teachers evaluate their lessons and consider whether children are making expected progress throughout the lesson. • Children are assessed each term and their attainment and progress is monitored by their teacher, the Key Stage leader, the SENCo and the headteacher. • All children are discussed at Pupil Progress Meetings (PPM) once a long term. Further action is planned where a child is not keeping up. • If a class teacher has concerns about a child, he or she will contact parents to discuss. • Should concerns continue, the class teacher will discuss these with the SENCo. • Concerns may be raised by parents with the class teacher. • <i>'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN...Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.'</i> SEND Code of Practice, January 2015
<p><i>How does the school assess my child's SEND?</i></p>	<ul style="list-style-type: none"> • If there have been ongoing concerns about a child's progress and/or development, the class teacher will consult with parents and the SENCo.

	<ul style="list-style-type: none"> • The school will respond using a “graduated approach to SEN Support” as outlined in the SEND Code of Practice 2015. • If necessary, referral will also be made to the ‘Wiltshire Graduated Response to SEND Support” (WGRSS) – this gives guidance regarding procedures and strategies and helps to inform decisions about how best to support the child’s needs. • Some other assessment may be carried out to try to pinpoint the cause of any difficulty. This may involve reading, spelling, numeracy or vocabulary tests. • We also occasionally use the Dyslexia Portfolio with support from a colleague who has the qualification in dyslexia assessment within Acorn Education Trust. • An observation may be carried out in class. • If necessary, the child may be added to the SEN Register at the ‘SEN Support’ level. A One Page Profile and SEN Support Passport will be completed by the class teacher and parents will be consulted. • In response to individual needs, a ‘My Support Plan’ may be written, so that progress can be closely monitored and additional support put into place as necessary. Parents will be consulted and kept informed. • Should the class teacher or SENCo have ongoing concerns, with parental consent, they may refer the child to an outside agency who can support with the identification and assessment of individual needs. • Whilst most children will have their SEN needs met at ‘SEN Support’ level, a small number may require an Education, Health and Care Assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes. • Children who have an Education, Health and Care Plan (EHCP) are also party to the graduated response and we recognise that needs may change and are alert to responding to this.
<p><i>What should a parent do if they think their child has Special Educational needs?</i></p>	<ul style="list-style-type: none"> • In the first instance, parents/carers are encouraged to contact their child’s class teacher. The teacher is responsible for the learning of the children in his or her class and is best placed to discuss concerns. There are also a number of strategies that a teacher can put in place within the classroom to support. • If concerns persist, parents/carers are able to contact the SENCo, Mrs Fulbrook, the assistant SENCo, Miss Woffenden or Head teacher, Miss Thomas through the school office. • We pride ourselves on building positive relationships with parents and carers. We are open and honest with parents/carers and believe that this fosters excellent cooperation which is undoubtedly in the best interests of the children at our school. We would much rather hear about any worries however minor they may seem.
<p><i>How will the curriculum and learning</i></p>	<ul style="list-style-type: none"> • High quality teaching, differentiated for groups or for individuals is the first step in supporting pupils who have or may not have

<p><i>environment be matched to my child's needs?</i></p>	<p>SEN.</p> <ul style="list-style-type: none"> • Using assessment outcomes, challenging but achievable targets are set for each child. • Where necessary, specific resources and strategies are used to support children both individually and in groups, for example laptops, visual timetable, writing frames, pencil grips. • Classroom environments are stimulating as well as supportive; they are resourced to meet the needs of children with different learning styles. Some children need less distraction and may use a workstation at times. • Specialist equipment and aides may be necessary and are provided as required. • Please see The Avenue's provision outlined in the school offer at the end of this report.
<p><i>How will The Avenue Primary School support my child?</i></p>	<ul style="list-style-type: none"> • The class teacher will oversee, plan and work with each child with • SEND in their class to ensure that progress in every area is made. • Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class. However on occasions this can be individually differentiated for a specific child. The benefit of this type of differentiation is that work is personalised and tailored to groups and individuals. • There is a whole-school rewards scheme which is accessible to all pupils. • Teachers closely monitor the progress of individuals in order to target weaknesses. • We will inform parents/carers if a child is receiving intervention in school. We will monitor the impact of the intervention and assess accordingly. Interventions may be linked to phonics, reading, spelling, maths and much more. • Some children write a one page profile alongside their teacher. • This may include specific targets to work on in school and at home. • We have a clear and consistent behaviour policy. • We will inform you of any serious behaviour incidents. • We monitor behaviour on a weekly basis. • Some students need support to make the transition to school in the morning and are supported with this through nurture group. • We monitor attendance and lateness; if there is an issue you will be informed. • Some pupils need individualised rewards schemes. • Some children may be supported at unstructured times. • We use a variety of strategies to work with children with social and emotional needs. • Some children require access to Teaching Assistant support in

	<p>lessons. This may be on an individual basis or as part of a small group. Teaching Assistants also work within a class and offer support in the form of prompts or further explanations as needed.</p> <ul style="list-style-type: none"> • We have a parent support worker who offers support to some families. • Teachers use a variety of strategies to help children with focus and attention difficulties such as work stations, fiddle toys, timers and individual reward books. • Teachers use strategies such as those in the “Support in Wiltshire for Autism” booklet. • Teachers ensure that those children with visual impairments have access to appropriate resources. • Teachers give careful consideration to groupings and seating within the classroom. • All classrooms have visual timetables. • Teachers may use the reports written by external professionals and advisory teachers to set strategies in class.
<p><i>How will I know how my child is doing?</i></p>	<ul style="list-style-type: none"> • We believe that your child’s education should be a partnership between parents and teachers therefore we aim to communicate with you regularly. • The class teacher will meet parents/carers of children with SEND at least on a termly basis (this could be as part of parent’s evening) to discuss your child’s needs, support and progress. • Progress is also monitored through the Home/School diary which has sections for parents and teachers to communicate both positive and negative aspects of a child’s performance. Parents/Carers are encouraged to complete the diary on a daily basis to record home reading as well. • Parents/Carers also receive a written report from school in term 4 alongside short reports in terms 2 and 6. • Parents are able to log in to their child’s reading account to see how they have been doing on the Accelerated Reader programme. • Tapestry is used in EYFS and parents can also log in to see their child’s progress here. • Additionally, if a child is seen by an outside agency, parents/carers will be invited to contribute their views and receive a full copy of the report. • If a child has a My Support Plan, his or her progress will also be reviewed with the SENCo or Assistant SENCO at least three times per year. • Parents/carers are also welcome to make an appointment to meet with either the class teacher or SENCo and discuss how a child is getting on. • It is possible to contact the SENCO, Mrs Fulbrook, via email on fb@acorneducationtrust.com
<p><i>How well do children</i></p>	<ul style="list-style-type: none"> • Last year, 75% of mainstream children with SEND made

<p><i>with SEND at The Avenue school progress?</i></p>	<p>expected or above levels of progress during the school year. Expected progress for SEND is the same as that for non-SEND, i.e. six points of progress per year in reading, writing and maths.</p> <ul style="list-style-type: none"> • 5/12 Year 6 children with SEND achieved the expected standard or above in the combined measure of reading, writing and maths. • 7/12 Year 6 children with SEND achieved the expected standard or above in reading. • One Year 6 child with SEND achieved greater depth standard in reading and two in maths.
<p><i>How accessible is the school environment?</i></p>	<ul style="list-style-type: none"> • Most classrooms in the main building are on one level and can be accessed using a wheelchair. The outside classrooms have a ramp so that they also can be accessed. • Some classrooms have one step into the room. Steps are marked with bright yellow strips. • We have a disabled toilet and shower room where children can be changed or use when necessary. • We have a sound field system in the main hall and in one classroom that can be transported if necessary. • We have a multi-sensory room that can be accessed when needed. • We welcome children with physical disabilities and sensory needs and would be open to making reasonable adjustments to the school environment wherever possible. • Please see the Accessibility Plan for Acorn Education Trust alongside this.
<p><i>How will the school help me to support my child's learning?</i></p>	<ul style="list-style-type: none"> • The class teacher or the SENCo can offer advice and practical ways that you can help your child at home. • The class teacher provides a home / school reading log book which your child will bring home daily so that comments from parents and teacher can be shared. • If your child is on the SEND register at SEN Support level, he or she will have a one page profile and SEN Support Passport which will identify targets for the term. This will be discussed with you on a termly basis with the class teacher and you will be given a copy of the targets. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed. • If your child has more complex difficulties, he or she may need a "My Support Plan" which is a detailed document which gives a holistic picture of the child. It also outlines possible avenues of support. • If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.

	<ul style="list-style-type: none"> • If a class teacher needs to discuss an issue with parents/carers, it will be done privately and strategies to support your child will be offered. • There is a homework club that your child can attend. • The school also has a Parent Support Worker who offers advice to some parents.
<p><i>How will my child's voice be heard?</i></p>	<ul style="list-style-type: none"> • Through PSHE lessons, discussions in class and in assembly. • Through Student Leadership Group. • Class teachers discuss children's targets with them and where they are able, children have a say in their own target setting and target review. The children also contribute to their One Page Profile. • Children who have a 'My Support Plan' or a 'My Plan' will be involved in their development and review .
<p><i>How will The Avenue support my child's social and emotional development and well-being?</i></p>	<ul style="list-style-type: none"> • We believe that children learn best when they are happy. We celebrate the children's successes and provide them with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these. <p><i>Support which is always available:</i></p> <ul style="list-style-type: none"> • PSHE lessons to promote social skills and social development. • Class and whole school reward systems that promote and celebrate social development, as well as other achievements. • Senior staff provide a meet and greet at the school gate every morning. • We encourage children to communicate their worries with a trusted adult. • We have anti-bullying campaigns. • Our MDSAs are trained in conditions such as Autism and ADHD • which allows these staff to effectively support the well-being of all children at unstructured times. <p><i>Support that may be put in place:</i></p> <ul style="list-style-type: none"> • We offer Emotional Literacy Support Assistant intervention which is flexible to meet many social, emotional and mental health needs and includes structured interventions and 1:1 bespoke provision. • Use of social stories. • Morning nurture groups. • Morning meet and greet with the teacher. • A Behaviour Support TA who is not assigned to a class, but responds to requests to support individuals who may be struggling on a particular day in regulating their emotions.
<p><i>How will my child be included in school activities including trips?</i></p>	<ul style="list-style-type: none"> • We aim to include all children on outdoor trips and residential trips. In consultation with parents/carers we will make any necessary adaptations. • A risk assessment will be carried out for any off site activity. In the unlikely event that the activity is considered unsafe, we will

	<p>provide alternative activities that will cover the same areas of the curriculum.</p> <ul style="list-style-type: none"> • ALL children have access to extra-curricular clubs including those in the Resource Base. • Arrangements are made for children to have additional support in offsite activities if required.
<p><i>What are the admission arrangements for children with SEND?</i></p>	<ul style="list-style-type: none"> • If a child is at SEN Support level, admissions are organized through the general admissions procedures at Wiltshire Council. Parents should mark on the forms that their child has SEND. • If a child has an EHCP, admissions are arranged through the SEND team at Wiltshire Council. • If a child has a Wiltshire EHCP, parents should contact the SEND lead worker for guidance. • If a child has an EHCP from another county, they should contact their local LA who will arrange for the EHCP to be transferred. • The Avenue Primary School receives consultation paperwork for admission of a child with an EHCP and must respond within 15 days. • See our admissions policy on the school website. • Please contact the school reception if you would like to look around the school. We encourage all new children to visit the school prior to starting with us. • For children with SEND we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
<p><i>How will The Avenue support my child with transferring to a new school?</i></p>	<ul style="list-style-type: none"> • We write social stories or language jigs with children to help explain and prepare them for any major transition. • There is an effective transition programme in place with the local secondary school, Kingdown School. This involves members of their staff visiting the children in Year 6 as well as visits to the secondary school site. Additional transition is available for some pupils with SEND who it is felt would benefit from extra visits and preparation. • We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. • If your child has an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.
<p><i>What training do staff receive regarding SEND?</i></p>	<ul style="list-style-type: none"> • We have regular staff meetings to ensure all staff are kept up to date with SEND developments. • Some staff have completed first aid and manual handling training. • Our ELSA trained TAs receive training three times per year from the county Educational Psychology Service. • Staff may meet with members of SSENS (Specialist Special Educational Needs Service) during 'SEN Surgeries' or at the

	<p>Annual Planning Meeting.</p> <ul style="list-style-type: none"> • Through staff appraisal, development needs are identified and catered for. This may include 'in-house' training or attendance on a course. • If we admit a child for whom specialist training is needed e.g. diabetes or Epipen use, training is provided as soon as possible.
<p><i>What specialist services are accessed by the school?</i></p>	<ul style="list-style-type: none"> • The SENCo, Sue Fulbrook has the National Award for SEN co-ordination as well as Advanced Certificates in Dyslexia Teaching Methodology and Autism. • The Assistant SENCO, Miss Woffenden, is currently undertaking the National Award for SEN co-ordination. • The school accesses some specialist expertise from Acorn Education Trust including behaviour support, forest school, nurture base and a dyslexia specialist. • All staff are able to access resources for social skills, fine motor skills, social communication difficulties, speech and language programmes, phonics. • We also access the expertise of the Resource base staff who work with children with complex needs. • We access advice and support from the Specialist SEN Service, Behaviour Support Service, Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy, School Nursing Team, Child and Adolescent Mental Health Service (CAMHS), Social Care, Multi-Agency Safeguarding Hub, Virgin Care. • Where requested by parents/carers, we also receive communications from the Child Community Health Team including Paediatricians and Specialist nurses. • We aim to work closely with any outside agencies that are involved with your child.
<p><i>How are the school's resources allocated and matched to need?</i></p>	<ul style="list-style-type: none"> • The budget is allocated on a needs basis; children with more complex needs will require more support. • Pupil Progress Meetings, held 3 times a year with senior staff, review the progress of all children. We review and evaluate our resources and provision to ensure effective support is maintained. Class teachers continually monitor children's progress and direct support from their teaching assistant accordingly. • The class teacher and the SENCo will discuss the child's needs and what support would be appropriate. This will invariably involve liaison with parents as well. We make our best endeavours to ensure that children have the levels of support that they require. Of course, every child at the Avenue Primary School is an individual and different children will require different levels of support in order to help them make progress and achieve their potential. We consider this to be critical to the way in which we work and we commit a lot of time and effort in considering the appropriate level of support for each child.

<p><i>Can my child's school dinner requirements be accommodated if they have a special diet?</i></p>	<ul style="list-style-type: none"> • A hot dinner is available for all children in KS1 and for those in KS2 who wish to purchase one. • Special diets can be accommodated for, as long as we have advance notice.
<p><i>What do parents say about SEND provision at The Avenue Primary School?</i></p>	<ul style="list-style-type: none"> • “Our experience of The Avenue's SEND provision continues to be of a warm, professional, competent, individual and invaluable service. We have had very positive, open and honest relationships with [our son's] class teachers and SENCO. With first class teacher recognising and initiating the referral process in the 2nd year and class teacher in Year 3 and 4, and the SENCO assessing and referring as appropriate, [our son] has successfully received invaluable strategies within the classroom and structured support groups too. We have been treated respectfully and involved throughout. We really do feel our whole experience with The Avenue and it's SEND has been to receive great support, liaison and updates from [our son's] class teachers and SENCO regarding his progress and the autism pathway and we couldn't have asked for a better service.” Parents of Year 4 boy on SEN Support level. • “I went through and read all the draft programme. I am more than happy with the plan. I have noticed that [my son] is progressing a lot with regards to his reading skill, writing skill and behaviour.” Parents of Year 5 boy with EHCP. • “My son started The Avenue Primary School in October 2017. When he started, he already had an EHCP in place. Due to a few things that he had gone through in the year before he joined the Avenue, his mental health, self-esteem, self-belief and confidence was very low. All staff who have worked with him or alongside him in the time he has been attending have treated him with care, respected and accepted his difficulties, put different things in place to help him progress, manage in the classroom, manage his emotions and also close the gap in his learning that he had when he first joined. I do not have any problems with how the school have dealt with my son and his needs as they have always made reasonable adjustments for his needs as and when they have been needed.” Parent of Year 5 boy with EHCP.
<p><i>How are the school governors involved?</i></p>	<ul style="list-style-type: none"> • Sue Fulbrook, the SENCO updates the Governors on progress in SEND. • Governors are encouraged to visit the school regularly. The SENCO meets regularly with the designated SEND governor, Susan Whitehead-Whiting.
<p><i>Who do I contact if I have further concerns or would like more information?</i></p>	<ul style="list-style-type: none"> • The first point of contact would be your child's class teacher to share your concerns. This would be followed by contact with the Department Leader. • You could also arrange to meet with the SENCO, Mrs Fulbrook or the Assistant SENCO, Miss Woffenden. • Wiltshire Parent Carer Council is an organisation that provides

	<p>independent advice and support for families – http://www.wiltshireparentcarercouncil.co.uk/en/Home Page</p> <ul style="list-style-type: none"> • The Wiltshire Local Offer has a huge range of information about SEND in Wiltshire – www.wiltshirelocaloffer.org.uk
<p><i>What do I do if I have a concern about the provision for my child with SEN?</i></p>	<p>If concerns raised with the class teacher and SENCo are not met with a satisfactory outcome, you are welcome to contact the headteacher, Miss Thomas at the school. Furthermore, a full copy of our complaints procedure is available on the school website.</p>



Special Educational Needs and Disabilities Offer

The table below illustrates the provision on offer at The Avenue Primary School. Decisions to allocate provision will be made according to need.

<u>Area of Need</u>	<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>	<u>Wave 4</u>
Communication and Interaction	<ul style="list-style-type: none"> • Classroom differentiation • Access to in-class TA support • Visual timetables displayed • Communication with parents 	Wave 1 plus <ul style="list-style-type: none"> • One Page Profile • Meet and greet • Morning nurture group • Individual assessment and observation • Use of ear defenders • Sensory toys • Use of emotions cards, thermometers and 5 point scales • Individual work station in the classroom • ELSA support in small group or 1:1 • BLAST 1 and 2 interventions • Social skills intervention • Use of sand timers • Use of a calm box • Now, next and then cards 	Wave 1/2 plus <ul style="list-style-type: none"> • Quiet room for playtimes • Alternative lunchtime arrangements • Referral to SaLT • Referral to SSENS C&I • 1:1 SaLT intervention • Small group SaLT intervention • Extended transition to secondary school • Referral to Community Paediatrician • Personal risk assessment • Use of safe space • Proud book • Time out space • Support from Behaviour Support TA from Acorn 	Wave 1/2/3 plus <ul style="list-style-type: none"> • My Support Plan • Education, Health and Care Plan • Additional supervision at playtimes • Consideration of adapted, flexible timetable • Additional TA Support • Forest school through Acorn Education Trust • Link 2 – a nurture group run by Acorn Education Trust

		<ul style="list-style-type: none"> • Use of visuals • Behaviour Support TA • Support from school's Behaviour Support Assistant 	Education Trust	
Cognition and Learning	<ul style="list-style-type: none"> • Classroom differentiation • Access to in-class TA support • Homework club • Catch-up or extension intervention planned by teacher • Small group work planned by teacher • Communication with parents 	<p>Wave 1 plus</p> <ul style="list-style-type: none"> • One Page Profile • Individual assessment • Use of coloured overlay • Daily reading with an adult • Paired reading or Better Reading Partners • Reading intervention • Spelling intervention • Fine motor intervention • Numeracy intervention • Use of personalised checklists and visuals • Spellzone or Starspell intervention 	<p>Wave 1/2 plus</p> <ul style="list-style-type: none"> • SSENS C&L referral • 1:1 phonics work with TA • Small literacy group work/1:1 work planned by SENCo • Use of ICT to record • Extended transition to secondary school 	<p>Wave 1/2/3 plus</p> <ul style="list-style-type: none"> • My Support Plan • Education, Health and Care Plan • Referral to Educational Psychologist • Additional TA Support
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Classroom differentiation • Access to in-class TA support • Report card • Communication with parents 	<p>Wave 1 plus</p> <ul style="list-style-type: none"> • One Page Profile • Meet and greet • Morning nurture group • Individual assessment and observation • Use of emotions cards, thermometers and 5 point scales • Individual work station in the classroom • ELSA support in small group or 1:1 	<p>Wave 1/2 plus</p> <ul style="list-style-type: none"> • Quiet room for playtimes • Alternative lunchtime arrangements • Time to Talk • Extended transition to secondary school • Referral to SSENS or Educational Psychologist • School nursing team referral • CAF opened • Referral to Community Paediatrician 	<p>Wave 1/2/3 plus</p> <ul style="list-style-type: none"> • My Support Plan • Education, Health and Care Plan • Consideration of adapted timetable • Additional TA Support • Forest school through Acorn Education Trust • Link 2 – a nurture base run by Acorn Education Trust

		<ul style="list-style-type: none"> • Anger management sessions • Social skills intervention • Fiddle toys • Individualised rewards programme • Use of sand timers • Use of a calm box • Support from school's Behaviour Support Assistant 	<ul style="list-style-type: none"> • Referral to CAMHS • Personal risk assessment • Use of safe space • Proud book or "happy" book • Support from Behaviour Support TA from Acorn Education Trust 	
Sensory and/or Physical	<ul style="list-style-type: none"> • Classroom differentiation • Access to in-class TA support • Communication with parents • Seating in classroom 	<p>Wave 1 plus</p> <ul style="list-style-type: none"> • One Page Profile • Meet and greet • Individual assessment and observation • Reader and scribe • Toilet plan • Evacuation plan/risk assessment • Meet and greet • Fine motor skills intervention • Use of alternative pens/pencils/grips • Support with changing for PE 	<p>Wave 1/2 plus</p> <ul style="list-style-type: none"> • Specialist equipment/support • Specialist books and stationery • Extended transition to secondary school • Referral to SSENS (phys/sensory) • Time to Talk • Referral to Occupational Health • Liaison with health teams such as diabetic nursing team • Implementation of a health plan • Use of laptop or ipad for recording 	<p>Wave 1/2/3 plus</p> <ul style="list-style-type: none"> • My Support Plan • Education, Health and Care Plan • Consideration of part-time timetable • Additional TA Support

SEN Passports are usually implemented if on Wave 3 or if a lot of intervention is accessed at Wave 2.

