

	Identification and Assessment	Teaching and Learning	Resources: Staffing & Equipment	Targeted Provision	Parent Partnership	Pupil Voice	Environment	Behaviour for Learning	External support & CPD
QFT - FOR ALL	<ul style="list-style-type: none"> AfL consistently applied Appropriate level of feedback and marking Foundation subjects tracking sheets Phonic assessments and tracking in FS and KS1 Formative small stepped assessment tools used by CT Checklists used to support possible identification of SEN CT uses tracking data to identify underachievement and takes appropriate action All staff understand challenging behaviours <i>may</i> mask underlying SEN. Traffic light well-being checklist to identify concerns that need monitoring or targeted interventions. Pupil progress meetings termly with the Headteacher 	<ul style="list-style-type: none"> High expectations 6 Rs evident Creative curriculum Observing colleagues and learning from each other by sharing good practice Strategies to support pupils with low level behaviour needs Clear and specific learning objectives (LO) LO matches level of ability and need CT gives equal teaching time / attention to all pupils Pace and pitch meets needs of pupils Lessons respond to pupils' interests where possible Multi-sensory approaches are evident Pre-teaching Overlearning Mastery approach is used across school to maximise progress of all pupils. 	<ul style="list-style-type: none"> Visual timetables Support Staff allocated for a clearly targeted purpose ICT hardware and software supports pupils development of independence Writing slopes Coloured overlays I-pads available for use in class Writing frames Reading buddies /peer support Maths equipment to aide counting and calculation accessible to KS1 and KS 2- numicon resources High interest/low reading age books (sets of girls and boys books) 	<p>Cursive Handwriting support</p> <p>Access to classroom PC for word processing</p> <p>Pencil grips</p> <p>Happy lunchtimes-sports ambassadors and play leaders provide a range of inclusive activities</p> <p>ACE dictionaries in KS2</p> <p>Topic word banks</p> <p>Visual timetables</p>	<ul style="list-style-type: none"> Key Working is a principle that all staff adhere to when working with parents. Appointments made at mutually convenient times Start of year induction meeting outlines expectations and routines Parents kept informed of attainment / progress at twice Yearly parents' evening Parent and Teacher hour each term were parents can have an informal chat and look at their child's books Parent volunteers welcomed Interests, views and concerns of parents sought and listened to via heads meeting to gather parental views Guidance provided for parents in how to support child's learning including FS workshops, phonics workshops, how we learn etc FS and KS1 stay and read / stay and write sessions and parents observe meaningful movement. Parents targeted for internal courses to support children's learning 	<ul style="list-style-type: none"> Pupils involved in identifying next steps in learning Pupils know their own targets Pupils are aware of 'differences' and these are normalised Buddying Vulnerable groups on school council 	<ul style="list-style-type: none"> Resources use a range of media to engage and excite learning Resources accessible to pupils Learning environment is flexibly used to suit/meet needs Accessibility Plan in place Space available for intervention programmes Wellbeing room for 1-1 and small group work. 	<ul style="list-style-type: none"> School behaviour for learning policy is adhered to by all staff Pupils are clear as to the school values which support cooperation, responsibility, respect, perseverance, honesty and tolerance 6 Rs are constantly promoted Whole school/ class rules Whole school rewards systems in place including the red jumper, certificates, etc. Individual rewards in place Friday Friendship Time to promote social skills Circle time /R-Time (when needed) Parents are clear as to expectations of punctuality and attendance. Growth mindset ideas are used as a way of developing 6Rs behaviour. 	<ul style="list-style-type: none"> Guidance and support is available and utilised by teachers to support and deepen their understanding of pupils' need to encourage early identification and intervention. School seeks advice from external specialist agencies in a timely fashion: <ul style="list-style-type: none"> EP Learning Support Services Health S Services SaLT Close links across the development group to provide training and share good practice

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Element Two and Three: Additional/ Different</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FOR PUPILS WITH SEN/D</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cognition and Learning</p>	<p>Additional standardised reading and spelling assessments</p> <p>Small steps assessments</p> <p>Use of P levels where needed</p> <p>Engagement for learning profile- to focus on learning attitudes</p>	<p>Implementing advice from specialist agencies in every day teaching</p> <p>Teaching promotes generalisation of new skills learnt in intervention</p>	<p>Range of targeted pupil groupings as directed, planned for and monitored by CT</p> <p>CPD programme for staff related to pupil need.</p> <p>Regular, planned liaison between support staff and CTs re: targeted provision (assembly times)</p>	<p>Specific/ targeted provision/intervention:</p> <ul style="list-style-type: none"> MRWO Question and respond Numicon Direct phonics Precision teaching TA small group teaching to pre teach or reinforce skills Additional phonics Comprehension work Combination of 1:1, paired or small group as appropriate. 	<ul style="list-style-type: none"> Termly parent/carer meeting to share progress and next steps Parents input into annual reviews Yearly parent questionnaires on SEN provision 	<ul style="list-style-type: none"> Pupils contribute to termly review and annual reviews. Pupil questionnaires Social group questionnaires 	<p>Space available for intervention programmes</p> <p>ICT to aid recording</p>	<p>Consideration of pupil's behaviour for learning is included within reviews e.g. self-esteem, confidence,</p>	<ul style="list-style-type: none"> School seeks further advice from external specialist agencies and across the development group. TAs receive internal training and are part of the learning community TAs receive training through the development group Certain TAs attend specific training
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication and Interaction</p>	<p>Speech and language form completed before referral to identify difficulties and monitor progress</p> <p>AET schools autism progression framework to assess personal and social skills and a child becoming more independent</p> <p>Use of P levels where needed</p>	<p>Implementing advice from specialist agencies in every day teaching e.g. simplifying, repeating and rephrasing instructions.</p>	<p>Range of targeted pupil groupings as directed, planned for and monitored by CT</p>	<p>Social groups</p> <p>Communication groups</p> <p>Fun time</p> <p>Play intervention groups- modelling language</p> <p>Lego play/ therapy</p> <p>Talk boost</p> <p>Extra visuals</p> <p>Social stories</p> <p>Work stations</p>	<ul style="list-style-type: none"> Termly parent/carer meeting to share progress and next steps Parents input into annual reviews Yearly parent questionnaires on SEN provision 	<ul style="list-style-type: none"> Pupils contribute to termly review and annual reviews. Pupil questionnaires 	<p>Space available for intervention programmes</p>	<p>Use of visuals e.g. first/then</p> <p>Use of social scripts when needed</p> <p>Work around emotions and emotion boards</p>	<p>Training by autism outreach and speech and language</p> <p>IDP materials</p> <p>Training from the SENCO</p>	
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Social, Emotional and Mental Health Difficulties</p>	<p>Behaviour emotional and social checklists</p> <p>Observations during structured and unstructured times</p> <p>Record of incidents</p> <p>Engagement for learning profile to assess and record progress in a child's attitude to learning.</p> <p>Risk assessments and positive handling plans</p>	<p>Implementing advice from specialist agencies in every day teaching</p> <p>Behaviour books to monitor behaviour and see if triggers can be identified</p> <p>Build a relationship</p> <p>Different reward system- individual for particular needs</p>	<p>Range of targeted pupil groupings as directed, planned for and monitored by CT</p>	<p>Social groups- groups to develop self-esteem, confidence, turn taking, cooperation etc.</p> <p>Gardening groups- incredible edible journey designed to improve social skills</p> <p>Cooking groups with the education and well-being worker</p> <p>1-1 sessions with the education and well-being worker</p>	<p>Termly parent/carer meeting to share progress and next steps</p> <p>Parents input into annual reviews</p> <p>Yearly parent questionnaires on SEN provision</p> <p>Behaviour books linking home and school</p> <p>Extra regular meetings with parents</p>	<ul style="list-style-type: none"> Pupils contribute to termly review and annual reviews. Pupil questionnaires 	<p>Space available for intervention programmes</p>	<p>Specific individual rewards</p> <p>Tangles/ fidget tools used</p> <p>Reflection time</p> <p>Work on emotions</p> <p>Calming strategies taught</p> <p>Whole school focus on positive mental health and a growth mindset</p>	<p>IDP materials</p> <p>Team teach training attended by various members of staff</p> <p>Training courses and inset from various external professionals</p>	

Element Two and Three					Lunchtime chill club to provide more structured activities in a small group					
	Sensory and Physical	Observations Information from outside agencies and parents	Implementing advice from specialists in every day teaching e.g. where the child sits in the classroom, use of steps etc	Training on any specialised equipment e.g. changing bench from the OT, radio microphone from hearing impaired On the advice of specialists purchase equipment (within reason) e.g. putty, support cushion	Follow the advice of the OT/ Physio in the classroom and PE incorporating specific exercises Physical literacy / big moves Meaningful movement (FS) Energy club Rest breaks	<ul style="list-style-type: none"> • Termly parent/carers meeting to share progress and next steps • Parents input into annual reviews • Yearly parent questionnaires on SEN provision <p>Involved in care plans alongside outside agencies and school.</p> <p>Multi agency meetings when necessary</p>	<ul style="list-style-type: none"> • Pupils contribute to termly review and annual reviews. • Pupil questionnaires 	Space available for intervention programmes Disabled toilet (adult) with shower Ramps Disabled parking permits to park on site	Rewards specific to the child	Training from outside agencies specific to a child Advice and training from HI Research carried out by individual class teachers