



# **BANKFOOT PRIMARY SCHOOL**

**LOCAL OFFER 2019/2020**

**Summary of Provision**

**for children and young people with special educational needs or disabilities (SEND)**

Bankfoot Primary School is an inclusive school. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs.

Children may have special educational needs or a disability that requires additional support when progress has slowed or stopped. We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEND. This is based on an **Assess-Plan-Do-Review**

structure.

**The Code of Practice defines SEND as:**

***"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:***

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or***
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."***

If a learner is identified as having SEND, we will endeavour to provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

**CONSULTATION**

We consult with parents through annual questionnaires, surveys and face to face termly consultation meetings. Parents can also share their views by speaking directly to the class teacher, senior Leadership team, Parental Involvement Officer and members of the Governing Body.

**BREAKFAST CLUB AND AFTER SCHOOL**

At Bankfoot, we offer a free daily breakfast club for children from Reception to year 6, starting at 8:00am.

We also offer a morning Maths club for all children from Reception to Year 6 as well as a full range of after school clubs. These include extra-curricular activities such as football, gymnastics and other sports clubs. Please check our website for further details on after school clubs.

**PROVISION FOR SEND LEARNERS**

If a child has an Education, Health and Care Plan, then we provide the support detailed in the plan. Our Special Educational Needs Co-ordinator is Mrs Perry. Mrs Perry is responsible for ensuring we liaise with outside agencies to meet the needs of children on the SEND register. This is in addition to working with the head teacher to monitor the curriculum, teaching and learning, assessment and progress of these SEND pupils.

Our offer Ranges from ARE to EHCP+ and work alongside the previous Ranges 1 to 4 that are currently under review. Each area of SEND is described below. We are able to offer many different forms of additional provision for a wide range of needs. However, the school site is on four levels and due to the number of steps and space restrictions, we are unable (at the moment) to cater fully for learners who are wheel chair users. Please refer to our school accessibility policy for details.

## RANGES

**ARE** (Age Related Expectations) includes Quality First Teaching.

**Below ARE** includes Quality First teaching Teaching with differentiation and modified curriculum tasks where necessary.

**SEND** includes small group support for those pupils who are achieving below (or well below) the national standard for their age.

**SEND plus** includes focussed, individualised programmes for pupils working well below the national standard for their age.

**EHCP** Considerable differentiation and modification to the curriculum.

**EHCP plus** highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.

Bankfoot Primary School uses the Range Guidance provided by Bradford Metropolitan District Council Children's Services to help adapt both the curriculum and learning variety to suit a variety of SEND. This guidance can be found online at <https://bso.bradford.gov.uk> . The range guidance is currently under review and will be updated during the academic year 2019-2020 following further information from BMDC Children Services.

	Identified SEN Range	Appropriate Provision ( See Revised Range Guidance) <a href="https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3475">https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3475</a>	SEN Support Offer	Evidence
<b>Range 0</b> <b>Working at ARE</b>	<ul style="list-style-type: none"> <li>Evidence suggests child is at Age Related Expectations</li> </ul>	<ul style="list-style-type: none"> <li>Quality First Teaching as described in Revised Range Guidance</li> </ul>	<ul style="list-style-type: none"> <li>4K AWPU (Universal Offer)</li> </ul>	<ul style="list-style-type: none"> <li>School Core Offer detailing Quality First Teaching</li> <li>Low Incidence Team (Sensory) core offer</li> </ul>
<b>Range 1</b> <b>(SEND support)</b>	<ul style="list-style-type: none"> <li>Evidence suggests child is at Range 1</li> </ul>	<ul style="list-style-type: none"> <li>Quality First Teaching as described in Revised Range Guidance</li> <li>SEN Need Specific Quality First Teaching as described in Revised Range Guidance</li> <li>Matrix of Need grid</li> </ul>	<ul style="list-style-type: none"> <li>4K AWPU (Universal Offer)</li> <li>Up to 2K to provide enhanced staffing (Notional SEN Budget) to deliver specified provision</li> </ul>	<ul style="list-style-type: none"> <li>School Core Offer detailing Quality First Teaching</li> <li>Low Incidence Team (Sensory) core offer</li> <li>Information from health regarding diagnosis</li> <li>Engagement Tool</li> <li>EYFS / NC / 16+ levels;</li> <li>Developmental Levels</li> <li>SEN Progress Grid</li> <li>SEN Support Grid</li> </ul>
<b>Range 2</b> <b>(SEND support)</b>	<ul style="list-style-type: none"> <li>Evidence suggests child is at Range 2</li> </ul>	<ul style="list-style-type: none"> <li>Quality First Teaching as described in Revised Range Guidance</li> <li>SEN Need Specific Quality First Teaching as described in Revised Range Guidance</li> <li>Small Group SEN Need Specific Interventions as described in Revised Range Guidance</li> <li>Matrix of Need grid</li> </ul>	<ul style="list-style-type: none"> <li>4K AWPU (Universal Offer)</li> <li>Up to 4K to provide enhanced staffing (Notional SEN Budget) to deliver specified provision</li> </ul>	<ul style="list-style-type: none"> <li>School Core Offer detailing Quality First Teaching</li> <li>Low Incidence Team (Sensory) core offer</li> <li>Information from health regarding diagnosis</li> <li>Engagement Tool</li> <li>EYFS / NC / 16+ levels;</li> <li>Developmental Levels</li> <li>SEN Progress Grid</li> <li>SEN Support Grid</li> </ul>
<b>Range 3</b> <b>(SEND support Plus)</b>	<ul style="list-style-type: none"> <li>Evidence suggests child is at Range 3</li> </ul>	<ul style="list-style-type: none"> <li>Quality First Teaching as described in Revised Range Guidance</li> <li>SEN Need Specific Quality First Teaching as described in Revised Range Guidance</li> <li>Small Group and Individual SEN Need Specific Interventions as described in Revised Range Guidance</li> <li>Advice and guidance from Educational</li> </ul>	<ul style="list-style-type: none"> <li>4K AWPU (Universal Offer)</li> <li>Up to 6K to provide enhanced staffing (Notional SEN Budget) to deliver specified provision</li> </ul>	<ul style="list-style-type: none"> <li>School Core Offer detailing Quality First Teaching</li> <li>Low Incidence Team (Sensory) core offer</li> <li>Information from health regarding diagnosis</li> <li>Engagement Tool</li> <li>EYFS / NC / 16+ levels;</li> </ul>

		Psychologist / Specialist Teacher / other relevant professional <ul style="list-style-type: none"> <li>Matrix of Need grid.</li> </ul>		<ul style="list-style-type: none"> <li>Developmental Levels</li> <li>SEN Progress Grid</li> <li>SEN Support Grid</li> <li>Report from External professional;</li> </ul>
<b>Range 4 + (EHCP support &amp; EHCP Plus)</b>	<ul style="list-style-type: none"> <li>Evidence suggests child is at Range 4 or more</li> </ul>	<ul style="list-style-type: none"> <li>Quality First Teaching as described in Revised Range Guidance</li> <li>SEN Need Specific Quality First Teaching as described in Revised Range Guidance</li> <li>Small Group and Individual SEN Need Specific Interventions as described in Revised Range Guidance</li> <li>Additional Individualised interventions as outlined in EHCP / My Support Plan</li> </ul>	<ul style="list-style-type: none"> <li>4K AWPU (Universal Offer)</li> <li>Up to 6K to provide enhanced staffing (Notional SEN Budget) to deliver specified provision</li> <li>EP monitoring support at the end of Key Stage;</li> <li>Inclusive Education Service statutory offer;</li> <li>Top Up funding from High Needs block</li> </ul>	<ul style="list-style-type: none"> <li>School Core Offer detailing Quality First Teaching</li> <li>Low Incidence Team (Sensory) core offer</li> <li>Information from health regarding diagnosis</li> <li>Engagement Tool</li> <li>EYFS / NC / 16+ levels;</li> <li>Developmental Levels</li> <li>SEN Progress Grid</li> <li>SEN Support Grid</li> <li>Report from External professional;</li> <li>EHCP / My Support Plan</li> <li>Functional Support assessment</li> </ul>

## High Incidents and Low Incidence Needs

		Range 1	Range 2	Range 3
Communication and Interaction Needs	Autistic Spectrum Conditions	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Part of normal school and class assessments. SENCO may be involved in more specific assessments and observations Eg use of classroom monitor</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Normal curriculum plans include individual/group targets</li> <li>Parents involved regularly and support targets at home</li> <li>Pupil involved in setting and monitoring targets</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class with specific support for targets which involve communication and interaction</li> <li>Opportunities for over-learning basic concepts within a small group</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>Flexible use of resources and staffing available in the classroom</li> <li>Support to promote social skills and interactions with peers and over-learning of basic concepts</li> <li>Support with recording of work</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>As Range 1 plus use of more detailed NC assessment tools e.g. RWI/ B Squared</li> <li>Involvement of educational and non-educational professionals as appropriate</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum plans reflect levels of achievement and includes individually focused targets, especially Speech and Language components and PSHCE</li> <li>Additional steps will be taken to involve parents and pupil as appropriate</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class based, but with some opportunity for small group and individual work to target specific needs involving communication and interaction needs</li> <li>A quiet area within the classroom may be useful for individual work</li> <li>An individual table/area within the classroom or shared area may be helpful for independent working to offer opportunities for distraction free learning</li> <li>Opportunities for one to one support where needed</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>Use of support to implement specific materials, approaches and resources as appropriate. E.g. Circle of Friends; Social Stories; Social Stories as needed</li> <li>Support from other agencies as appropriate. E.g. Autism Team (SEN Services), Hub schools, SALT</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>As Range 2 plus more specialised assessment tools. E.g. Speech and Language Therapy</li> <li>Where appropriate staff and other agencies will offer support as appropriate</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Whole school understanding of pupil's needs</li> <li>Consideration of more specialised planning frameworks. E.G Advice given from Speech and Language therapist to prepare for the school day</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class based with targeted support</li> <li>The need for small group work and one to one to develop individual targets and introduce any new concepts</li> <li>Access to a quiet area within the classroom or shared area when needed</li> <li>It is likely that an individual table/work area would be useful to help focus learning and to offer opportunities for distraction free learning</li> </ul> <p><b>Human resources and staffing</b></p> <ul style="list-style-type: none"> <li>Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding</li> <li>Use of support to implement specific materials, approaches and resources as appropriate e.g. Circle of Friends, Socially Speaking, and Social Stories</li> <li>Support from other agencies as appropriate. E.g. Autism Team (SEN Services), Hub schools, SALT.</li> </ul>

		Range 1	Range 2	Range 3
	<b>Autistic Spectrum Conditions</b>	<p><b>Curriculum &amp; teaching methods</b></p> <ul style="list-style-type: none"> <li>• Flexibility will be needed in expectations to follow instructions/record work</li> <li>• Instructions supported by visual and written clues</li> <li>• Preparation for any change and the need for clear routines which may include visual timetables</li> <li>• Reduction of complex language especially when giving instructions</li> </ul>	<p><b>Curriculum &amp; teaching methods</b></p> <ul style="list-style-type: none"> <li>• Curriculum access will be facilitated by using a structured approach, which may involve: using visual systems or timetables; reducing language for instructions/ information giving</li> <li>• Teaching strategies should give consideration to difficulties with transfer of skills</li> <li>• 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</li> </ul>	<p><b>Curriculum &amp; teaching methods</b></p> <ul style="list-style-type: none"> <li>• Curriculum access will be facilitated by using a structured approach which may involve using visual systems or timetables and reducing language for instruction/information giving</li> <li>• teaching strategies should give consideration to difficulties with transfer of skills</li> <li>• teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom</li> <li>• One to one pre teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations</li> <li>• May need enhanced PSE teaching to ensure skills are embedded</li> </ul>
	<b>Speech, Language and Communication Needs</b>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Mainstream class based assessments along with the rest of the class</li> <li>• SENCO may be involved in more specific assessment and observations</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• National curriculum planning (as with the rest of the class) include individual/group targets</li> <li>• Planning shows opportunities for some small group/partner work where targeted talk and differentiated questions are asked</li> <li>• Parents involved regularly and support targets at home</li> <li>• Pupils involved in setting and monitoring their targets.</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• As Range 1 plus use of more detailed NC assessment tools e.g. RWI/B Squared</li> <li>• Involvement of education and health professionals as appropriate</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Curriculum plan reflects levels of achievement and includes individually focused targets, resources and adult support</li> <li>• Planning shows evidence of increased opportunities for targeted talk and some individually planned questions</li> <li>• Additional steps taken to engage pupil and parents as appropriate.</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• As Range 2 plus more systematic application of assessment tool</li> <li>• Involvement of education and non-education professionals as appropriate</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Curriculum plans/interventions programs closely track levels of achievement and all targets are individualised, short term and specific</li> <li>• There are targeted opportunities for talk and individually differentiated questions, shown on planning</li> <li>• Additional steps taken to engage pupil and parents as appropriate e.g. through ICAN materials, parent training or information sessions.</li> </ul>

		Range 1	Range 2	Range 3
	<b>Speech, Language and Communication Needs</b>	<p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class with flexible grouping arrangements</li> <li>Opportunities for small group work or partner work based on identified need e.g. listening and expressive language</li> <li>Small group work/intervention programme based on specific need and or recommended by SALT</li> <li>Attention to position in the classroom and acoustics</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with advice from SENCO</li> <li>Additional adults routinely used to support flexible groupings, differentiation and some 1:1</li> <li>Additional adults actively support pupils by modifying teacher talk and scaffolding responses during lessons</li> </ul> <p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>Increased differentiation by presentation and/or outcome e.g. visual aids, concrete resources, modelling responses, allowing time to answer</li> <li>Simplify level/pace/amount of teacher talk</li> <li>High quality use of language modelled by all adults in school</li> <li>Increased emphasis on identifying and teaching to preferred learning style</li> <li>Some use of specific group or 1:1 programmes for speaking and listening</li> </ul>	<p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class with regular targeted small group support</li> <li>Time limited programmes of small group work based on identified need</li> <li>Ongoing opportunities for 1:1 support focused on specific targets and any SALT programme as appropriate</li> <li>Attention to position in the classroom and acoustics</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate</li> <li>Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis</li> <li>May include withdrawal and some individual or group work in an area of the classroom or shared area</li> </ul> <p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>Increasingly individualised programme including modified tasks within an inclusive curriculum</li> <li>Modify level/pace/amount of teacher talk to pupils' identified need</li> <li>Teaching methods adapted to suit individual's identified learning style (e.g. VAK – Visual, Auditory &amp; Kinaesthetic)</li> <li>Opportunities for explanation, clarification and reinforcement of lesson content and language</li> <li>Individual targets within class programmes such as Literacy and Language and/or 1:1 for speaking and listening</li> </ul>	<p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class, predominantly working on modified curriculum tasks</li> <li>Frequent opportunities for small group work based on identified need</li> <li>Daily opportunities for 1:1 support focused on specific targets and any SALT programme as appropriate</li> <li>Attention to position in the classroom and acoustics</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate</li> <li>Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks</li> <li>Provides regular opportunities for small group work and daily opportunities for 1:1</li> </ul> <p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>Tasks and presentation personalised to pupil's needs</li> <li>Individualised level/pace/amount of teacher talk.</li> <li>Learning style determines teaching methods</li> <li>Emphasis on consolidation and lateral progress before introducing new skills</li> <li>Regular opportunities for explanation, clarification and reinforcement of lesson content and language</li> <li>Small steps targets within group programmes and/or 1:1 for speaking and listening.</li> </ul>



		Range 1	Range 2	Range 3
Cognition and Learning Needs	Moderate Learning Needs	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Part of normal mainstream school and class assessments. e.g. Early years Base line assessments and class room monitor tracking.</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Mainstream national curriculum plans include Quality First Teaching strategies</li> <li>Parents and children involved in monitoring and supporting their targets</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class with flexible grouping arrangements</li> <li>Opportunities for small group work based on identified need e.g. listening/thinking</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with advice from SENCO</li> <li>Additional adults routinely used to support flexible groupings and differentiation</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>SENCO may be involved in more specific assessment and observations</li> <li>e.g. RWI/Literacy Arc/CGP/B Squared</li> <li>SENCO may seek advice from education and non-education professionals as appropriate</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum plan reflects levels of achievement; progress is tracked via school tracking or CASPA.</li> <li>Pupil and parents are involved as above</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class with enhanced differentiation, regular targeted small group support</li> <li>Time limited programmes of small group work based on identified need</li> <li>Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored</li> <li>Advice from Education Psychologist/Learning Support is reflected in targets.</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li><b>Main provision</b> by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate</li> <li>Additional adult(s), <b>under the direction of teacher</b>, provides sustained targeted support on an individual/group basis</li> <li>May include some withdrawal on a time limited basis for focussed targeted activities</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>SENCO takes advice from assessment by LS/EP and the involvement of education and non-education professionals as appropriate</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum plans and progress are closely monitored by CASPA or school tracker</li> <li>Targets are individualised, short term and specific</li> <li>Continued regular engagement of parents</li> </ul> <p><b>Grouping for teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class, predominantly working on <b>modified</b> curriculum tasks.</li> <li>Frequent opportunities for small group work based on identified need.</li> <li>Daily opportunities for 1:1 support focused on specific targets</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li><b>Main provision</b> by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate</li> <li>Additional adult(s), <b>under the direction of the teacher</b> provides sustained targeted support on an individual/group basis</li> <li>May include some withdrawal, which will be carefully monitored.</li> </ul>

		Range 1	Range 2	Range 3
	<b>Moderate Learning Needs</b>	<p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Differentiation by presentation, activity and/or outcome</li> <li>• Simplify level/pace/amount of teacher talk</li> <li>• Emphasis on identifying and teaching gaps highlighted by Baseline assessment</li> <li>• Opportunities for skill reinforcement/revision/transfer and generalisation</li> </ul>	<p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Programme includes differentiated and modified tasks within an inclusive curriculum</li> <li>• Modify level/pace/amount of teacher talk to pupils' identified need</li> <li>• Programmes to consist of small achievable steps</li> <li>• Pre teach concepts and vocabulary</li> <li>• Emphasis on using and applying and generalisation of skills</li> <li>• Individual targets within group programmes and/or 1:1 carefully monitored and reviewed</li> </ul>	<p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Tasks and presentation increasingly individualised and modified in an inclusive curriculum</li> <li>• Visual cues to support auditory information at all stages of delivery</li> <li>• Individualised level/pace/amount of teacher talk.</li> <li>• Ensure transfer and generalisation of skills has occurred before teaching anything new</li> <li>• Small steps targets within group programmes and/or 1:1.</li> </ul>
	<b>Specific Learning Difficulties</b>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Part of normal school and class assessments. e.g. Baseline and teacher observations</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Normal curriculum plans include QFT</li> <li>• Parents and children involved in monitoring and supporting their targets.</li> </ul> <p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>• Mainstream class with flexible grouping arrangements</li> <li>• Opportunities for small group work based on identified need e.g. reading</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• SENCO uses assessment tools (such as Active Literacy Kit Placement Test /Pearson Dyslexia screener etc)</li> <li>• Involvement of education and non-education professionals as appropriate</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Curriculum plan reflects levels of achievement.</li> <li>• Progress is tracked via school tracking (classroom monitor)</li> <li>• Pupil and parents are involved as above</li> </ul> <p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>• Mainstream class with regular targeted small group support</li> <li>• Time limited programmes of small group work based on identified need</li> <li>• Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored</li> <li>• Advice from Learning Support/Educational Psychologist is reflected in targets</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• As Range 2 plus more in depth assessment of specific areas of need</li> <li>• SENCO continues to take advice from education and non-education professionals as appropriate</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Curriculum plans and progress are closely monitored by school tracker (classroom monitor)</li> <li>• Targets are multi-sensory, individualised, short term and specific</li> <li>• Continued regular engagement with parents</li> </ul> <p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>• Mainstream class, with provision for alternative ways of recording</li> <li>• Frequent opportunities for small group work based on identified need</li> <li>• Opportunities for 1:1 support focused on specific targets identified through assessment, ensuring revision and over learning are incorporated.</li> </ul>

		Range 1	Range 2	Range 3
<p><b>Specific Learning Difficulties</b></p>	<p><b>Human Resources/ Staffing</b></p> <ul style="list-style-type: none"> <li>• Mainstream provision by class/subject teacher with advice from SENCO</li> <li>• Additional adults routinely used to support flexible groupings, differentiation and some 1:1</li> </ul> <p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Differentiating for the students identified area(s) of weakness</li> <li>• Dyslexia friendly school strategies and IDP strategies</li> <li>• Cursive Handwriting is introduced as part of a MSL approach following the Nelson's Handwriting scheme</li> </ul>	<p><b>Human Resources/ Staffing</b></p> <ul style="list-style-type: none"> <li>• <b>Main provision</b> by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate</li> <li>• Additional adult support, <b>under the direction of the class teacher</b>, provides sustained targeted support on an individual/group basis</li> <li>• May include withdrawal on a time limited basis for individual targeted programmes</li> </ul> <p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Specific multisensory, cumulative, structured programmes to support the acquisition of key literacy cursive handwriting, numeracy and motor skills</li> <li>• differentiated curriculum with some modification and alternative recording programmes including ICT if appropriate</li> <li>• Opportunity for pre teaching, revisiting, rehearsing and revising learning</li> </ul>	<p><b>Human Resources/ Staffing</b></p> <ul style="list-style-type: none"> <li>• <b>Main provision</b> by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate</li> <li>• Additional adult support, <b>under the direction of the class teacher</b>, provides support on differentiated recording tasks</li> <li>• May include withdrawal for carefully monitored opportunities for reading, spelling and writing activities in line with assessment results</li> </ul> <p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Structured cumulative multisensory programme run on a 1:1 or small group basis as appropriate</li> <li>• Tasks and presentation increasingly individualised and modified in an inclusive curriculum</li> <li>• Visual cues to support auditory information at all stages of delivery</li> <li>• Ensure transfer and generalisation of skills has occurred before teaching anything new.</li> <li>• Small steps targets within group programmes and/or 1:1.</li> </ul>	

		Range 1	Range 2	Range 3
Behavioural, Emotional and Social Development:	Behavioural, Social and Emotional Needs	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Part of mainstream class assessments</li> <li>• SENCO and or Education and non-education trained staff may be involved in more specific assessment and observations</li> <li>• Pupil self-assessment methods used</li> <li>• Records/reports kept to include observations assessment of context, structured, unstructured times, frequency, triggers</li> <li>• Risk assessments of difficult times of the school day or specific activities</li> <li>• Progress should be a measured change in their behaviour and learning following each review cycle</li> <li>• Recognition of learning styles and positive motivational levers</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Individualised programme of support related to assessments implemented</li> <li>• Key worker identified</li> <li>• Parents involved regularly and support targets at home</li> <li>• Pupils involved in setting and monitoring their targets</li> </ul> <p>Pupils response to social/ learning environment informs cycle of learning behaviour, formulation and implementation</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• As range 1 plus More detailed and targeted observation</li> <li>• Advice from Education and non-education trained staff</li> <li>• Use and analysis of assessment tools as advised</li> <li>• Assessment related to intervention strategy</li> <li>• More detailed recording, monitoring of frequency, intensity, ABCs over a range of contexts</li> <li>• Wider assessments for learning/other SEN</li> <li>• Determine engagement of necessary education/ non-education support services possibly leading to CAF</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Curriculum plan reflects levels of achievement and includes individually focused targets e.g. specific behaviour targets related to assessment: consideration of adapted timetable</li> <li>• Additional steps taken to engage pupil and parents as appropriate</li> <li>• Identifying non educational input</li> <li>• Requires effective communication systems enabling all involved to provide consistent support</li> <li>• CAF processes determine holistic support plan</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• As Range 2 plus more systematic application of assessment tools</li> <li>• Involvement of education and non-education professionals as appropriate through CAF processes</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Behaviour and curriculum plan closely tracks levels of achievement and all targets are individualised, short term and specific</li> <li>• More frequent involvement of parent/carer to engage pupil</li> <li>• Access to additional resources are accurately accounted for</li> <li>• Prevention placement managed through joint school/PRU support programme</li> <li>• Prevention placements co-ordinated by Secondary Panel</li> <li>• CAF Multi-agency planning processes specifies contribution of individual services and lead practitioner</li> <li>• Inter-agency communication established and maintained.</li> </ul>

		Range 1	Range 2	Range 3
	<b>Behavioural, Social and Emotional Needs (including Mental Health)</b>	<p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class with attention paid to organisation and pupil groupings</li> <li>Opportunities for small group work based on identified need e.g. listening/thinking/social skills</li> <li>Time limited mainstream classroom programme of support, which relates to assessments</li> <li>Small group work to learn appropriate behaviours and for associated learning difficulties</li> <li>Individual programme based on specific need</li> <li>A quiet area in the classroom may be useful for individual work</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher staff and resources usually available in the classroom</li> <li>Support/advice from SENCO</li> <li>Support/Advice from SEBD/SEMH teams</li> <li>Additional adults routinely used to support flexible groupings, differentiation and some 1:1</li> <li>Close monitoring to identify "hotspots"</li> <li>Support for times identified by risk assessments</li> <li>Close liaison and common approach with parents/carers</li> </ul>	<p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>In addition to the provision at range 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets</li> <li>Mainstream class with regular targeted small group support</li> <li>Time-limited programmes of small group work based on identified need</li> <li>On going opportunities for 1:1 support focused on specific targets</li> <li>Advice/guidance from SEBD/SEMH teams</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with advice and support from SENCO and/or SEBD team as appropriate</li> <li>Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis</li> <li>May include withdrawal</li> <li>Additional daily support provided within school to support learning and behaviour</li> <li>Increased parental/carer involvement and multi-agency support services to plan and regularly review targets</li> <li>Encouragement and inclusion in an extra curricular activities</li> <li>Identification of a 'key worker' with clear specification of role</li> </ul>	<p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class, predominantly working on modified curriculum tasks</li> <li>Frequent opportunities for small group work based on identified need</li> <li>Daily opportunities for 1:1 support focused on specific SEBD/learning targets</li> <li>Advice from Social</li> <li>PRU prevention placements offers intensive individual and small group support</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate</li> <li>Daily access to staff in school with experience of SEBD, e.g. behaviour support worker, lead behaviour professional, Mental Health professionals</li> <li>Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks</li> <li>Increased access to a combination of individual, small group and whole class activities.</li> </ul>

		Range 1	Range 2	Range 3
	<b>Behavioural, Social and Emotional Needs (including Mental Health)</b>	<p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• In class differentiation of the curriculum and supporting materials enabling full access to the curriculum</li> <li>• Strategies developed shared with school staff, parent/carer</li> <li>• Increased differentiation by presentation and/or outcome</li> <li>• Simplify level, pace, amount of teacher talk/ instructions</li> <li>• Increased emphasis on identifying and teaching to preferred learning style</li> <li>• Opportunities for skill reinforcement/revision/transfer and generalisation</li> <li>• Some use of specific group or 1:1 programmes</li> <li>• Preparation for any change and the need for clear routines</li> </ul>	<p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Modify level/pace/amount of teacher talk to pupils' identified need</li> <li>• Individual targets within group programmes and/or 1:1</li> <li>• Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom</li> <li>• Emphasis on increasing differentiation of activities and materials and take account of individual learning styles</li> <li>• Short term individual support focusing on listening, concentration, social skills, solution focused approaches</li> <li>• Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution</li> <li>• Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama</li> </ul>	<p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Teaching focuses on both curriculum and SEBD outcomes throughout the school day</li> <li>• Tasks and presentation personalised to pupil's needs</li> <li>• Individualised level/pace/ amount of teacher talk.</li> <li>• Learning style determines teaching methods</li> <li>• 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations</li> <li>• Small steps targets within group programmes and/or 1:1 work tasks</li> <li>• Targets are monitored with the pupil daily targets</li> <li>• Accessing mainstream lessons for most of the time with complimentary access to LSU or other internal support arrangements</li> <li>• Support/advice from SEBD or SEMH teams</li> <li>• PRU prevention placements.</li> </ul>

		Range 1	Range 2	Range 3
Sensory and Physical Needs	Hearing Impairment	<p><b>Assessment and Planning</b></p> <ul style="list-style-type: none"> <li>Part of mainstream school and class assessments</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Mainstream curriculum plans include individual/group targets/differentiation</li> </ul> <p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class</li> <li>Attention to seating, lighting and acoustics</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher</li> <li>Agreed joint written Advice from the Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management.</li> <li>Advice given by hospital audiologist.</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Part of school and class assessments</li> <li>Possible use of speech audiometry and other specialist tools to access spoken language in class</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Mainstream curriculum plans include individual/group targets</li> </ul> <p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class</li> <li>Attention to seating, lighting and acoustics</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher</li> </ul> <p>Single piece of work on referral:</p> <ul style="list-style-type: none"> <li>Contact family</li> <li>Visit school: <ul style="list-style-type: none"> <li>Observe pupil in class</li> <li>Speak to pupil</li> <li>Speech discrimination</li> <li>Gather data on progress</li> <li>Advise staff (class teacher / SENCO)</li> </ul> </li> <li>Written report circulated to school, family, hospital</li> <li>Additional support if needs change on request from school</li> <li>Advice/Support from STDC (Support Team for Deaf Children)</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Part of mainstream school and class assessments</li> <li>May require modification to the presentation of assessments</li> <li>Use of speech audiometry and other specialist tools to assess access to spoken language in class</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum plan reflects levels of achievement and includes individually focused targets</li> </ul> <p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class</li> <li>Attention to seating, lighting and acoustics</li> <li>Opportunities for 1:1 and small group work</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher</li> </ul> <p>Initial piece of work on referral:</p> <ul style="list-style-type: none"> <li>Contact family</li> <li>Visit school</li> <li>Observe pupil in class</li> <li>Speak to pupil</li> <li>Speech discrimination</li> <li>Gather data on progress</li> <li>Advise staff (class teacher / SENCO)</li> </ul> <ul style="list-style-type: none"> <li>Written report circulated to school, family, and hospital</li> <li>Annual electroacoustic hearing aid checks</li> <li>Monitoring visit to speak to pupil/SENCO</li> <li>Issue radio aid</li> <li>Monitor radio aid use</li> <li>Up to 6 visits per year from TOD/PIM</li> <li>Possible input from non-education professionals e.g. SALT</li> </ul>

		Range 1	Range 2	Range 3
	Hearing Impairment	<p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Full inclusion within the National Curriculum</li> </ul>	<p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Full inclusion within the National Curriculum</li> <li>• Teaching methods which facilitate access to the curriculum, social/emotional development and class participation</li> </ul>	<p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Full inclusion within National Curriculum</li> <li>• Possible differentiation by presentation and/or outcome</li> <li>• Opportunities for explanation, clarification and reinforcement of lesson content and language</li> <li>• Specific interventions for speaking, listening and teaching of phonics</li> </ul>
	Visual Impairment	<p><b>Assessment and Planning</b></p> <ul style="list-style-type: none"> <li>• School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</li> </ul> <p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>• Mainstream class.</li> <li>• Attention to seating position in classroom</li> <li>• Attention to resources/size of text</li> </ul>	<p><b>Assessment and Planning</b></p> <ul style="list-style-type: none"> <li>• School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</li> </ul> <p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>• Mainstream class.</li> <li>• Attention to seating position in classroom</li> </ul>	<p><b>Assessment and Planning</b></p> <ul style="list-style-type: none"> <li>• Planning based on current visual performance and prognosis of possible changes.</li> </ul> <p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>• Mainstream class.</li> <li>• Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate.</li> </ul>



		Range 1	Range 2	Range 3
	<b>Visual Impairment</b>	<p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Full inclusion within mainstream class</li> <li>• Teaching methods which facilitate access to the curriculum, social / emotional development and class participation</li> <li>• Attention paid to size of text/visual resources</li> </ul>	<p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Full inclusion within mainstream class</li> <li>• Teaching methods which facilitate access to the curriculum, social / emotional development and class participation</li> <li>• 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</li> </ul>	<p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Full inclusion within mainstream class.</li> <li>• Teaching methods which facilitate access to the curriculum, social / emotional development and class participation</li> <li>• Some modification / differentiation of learning materials and curriculum delivery to facilitate access</li> <li>• E.g. Attention to speed of lesson delivery and speed of working of VI pupil</li> </ul>
	<b>Multi-Sensory Impairment</b>	<p><i>See HI and VI guidance</i></p>	<p><i>See HI and VI guidance</i></p>	<p><b>Assessment and planning</b></p> <ul style="list-style-type: none"> <li>• Part of school and class assessments</li> <li>• Visual and hearing assessments</li> <li>• Functional sensory assessment</li> <li>• As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development</li> <li>• Curriculum plan closely tracks levels of achievement</li> <li>• Targets are individual, short term and specific</li> <li>• Targets jointly formulated and monitored with QTMSI</li> </ul> <p><b>Grouping for teaching</b></p> <p>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</p> <p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>• Significant modification to learning materials and curriculum delivery</li> <li>• Individual mobility and independence/life skills programmes.</li> </ul>

		Range 1	Range 2	Range 3
	<b>Dual-Sensory Impairment</b>			<b>Human Resource and Staffing</b> <ul style="list-style-type: none"> <li>Daily access to individual support, trained to meet the needs of pupils with MSI</li> <li>Frequent visits from QTMSI</li> <li>Input from mobility/rehabilitation officer</li> <li>Input from other educational and non-educational professionals as appropriate</li> <li>Need for balanced approach to support and intervention to facilitate social inclusion</li> </ul>
	<b>Physical &amp; Medical Difficulties</b>	<b>Assessment</b> <ul style="list-style-type: none"> <li>Part of mainstream class settings and Foundation Stage assessments.</li> <li>SENCO/Physical and Medical team may be involved in more specific assessment and observations</li> <li>Regular review of personal educational plan</li> <li>Pre referral advice from the teaching support service/Physical and Medical team</li> <li>Support and advice from physical and medical team</li> </ul> <b>Planning</b> <ul style="list-style-type: none"> <li>Mainstream curriculum plans including individual/group support and differentiation.</li> <li>Parents/carers involved regularly and support targets at home.</li> <li>Child involved in setting and monitoring their targets.</li> </ul> <b>Grouping for teaching</b> <ul style="list-style-type: none"> <li>Mainstream class with flexible approach to grouping and or some individual work.</li> </ul>	<b>Assessment</b> <ul style="list-style-type: none"> <li>As for range one but with guidance from teaching support service, Physical &amp; Medical team and possibly health care professionals</li> </ul> <b>Planning</b> <ul style="list-style-type: none"> <li>Normal curriculum planning in addition to closely focussed and monitored targets for 10-20% time</li> </ul> <b>Grouping for teaching</b> <ul style="list-style-type: none"> <li>Full inclusion within the National Curriculum Guidance for the Foundation Stage through <u>enhanced</u> use of differentiation and group support.</li> <li>Buddy system</li> <li>Circle time activities to help boost self-esteem.</li> </ul>	<b>Assessment</b> <ul style="list-style-type: none"> <li>For mobility and curriculum access to be carried out by both educational and health colleagues.</li> <li>May need specialist seating</li> <li>May need ICT assessment to aid with future curriculum recording</li> </ul> <b>Planning</b> <ul style="list-style-type: none"> <li>Curriculum planning now closely linked to targets</li> <li>Modified PE/outdoor play curriculum is likely to be needed.</li> </ul> <b>Grouping for teaching</b> <ul style="list-style-type: none"> <li>Mainstream classroom setting.</li> <li>Small group or one to one adult input to practice skills</li> <li>Individual skills based work may need to take place outside the classroom</li> <li>Nurture group input may be necessary to help with low self-esteem.</li> </ul>
	<b>Physical &amp; Medical Difficulties</b>			

	Range 1	Range 2	Range 3
	<ul style="list-style-type: none"> <li>Circle time activities to help build self-esteem.</li> </ul> <p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>Pre handwriting assessment and relevant skills practice</li> <li>Dressing and undressing skills programme</li> <li>Access to gross motor skills assessment</li> <li>May need access to basic equipment such as pencil grips, stubby handled paint brush</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Main support from foundation stage practitioners with support and SENCO from Physical &amp; Medical team</li> </ul>	<p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>Pre handwriting skills programme</li> <li>Dressing and undressing skills programme</li> <li>Access to appropriate ICT equipment</li> <li>May need specialist seating and or furniture or equipment</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Main support from foundation stage practitioners with support from SENCO and or specialist support service when needed</li> <li>Input from additional adult to provide targeted support under the direction of teacher.</li> <li>Some support/supervision may be needed to meet hygiene needs and or outside play and at lunch time.</li> </ul>	<p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>Programme to support pre handwriting and handwriting skills</li> <li>Differentiated writing materials and equipment.</li> <li>Differentiation to PE curriculum</li> <li>Dressing and undressing skills programme</li> <li>ICT equipment to aid recording.</li> <li>Will need specialist seating and or furniture or equipment</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Flexible uses of classroom support to access curriculum and develop skills in recording</li> <li>Training and advice from specialist support service for teaching and support staff.</li> </ul>

\* Pupils at Ranges 1 to 3 have an Individual Education Plan outlining targets and provision.

\*Pupils at range 4 with an **Education, Health and Care Plan** have their individual provision outlined in their individual plans set in accordance with the local authority, teachers, sendco, parents and pupils.