



SEN Policy and Information Report

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Approved by:	Penny Sheppard	Date: September 2021
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1. Aims

Welcome to our SEND information Report and Policy for learners with Special Educational Needs and or a disability (SEND). We are committed to working together with members of the school community and have high aspirations of all learners, including those with SEND.

Our SEND policy and information report aims to:

- Set out how Queen's Hill Primary will support and implement appropriate provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Set out how we will support SEND children to access a curriculum that promotes and sustains a thirst for knowledge, understanding and a lifelong passion for learning
- Ensure consistency across the entire school in terms of the nature and rigour of identification, provision and monitoring processes pertaining to SEND.

This policy will identify how we will support the needs of each pupil and will ensure:

- The raising of aspirations, progress and attainment for all our pupils
- The delivery of high expectations of social and academic achievement for all pupils
- The stimulation and nurturing of greater initiative, self-reliance, resilience and independence within all pupils.



2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report.

3. Definitions

The SEND Code of Practice defines special educational need in the following way:

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Different Types of SEND <i>As identified in the 2015 SEN Code of Practice</i>	
Communication and Interaction	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty physically articulating the sounds, understanding what is being said to them or they may not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
Cognition and Learning	<p>When children and young people are learning at a slower pace than their peers, even with appropriate differentiation, they may have difficulties with cognition and learning or 'learning difficulties'. Learning difficulties cover a wide range of needs, including:</p> <ul style="list-style-type: none"> ● Moderate learning difficulties (MLD) ● Severe learning difficulties (SLD) – children are likely to need support in all areas of the curriculum and may have associated difficulties with mobility and communication. ● Profound and multiple learning difficulties (PMLD) – children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. ● Specific learning difficulties (SpLD) – impacts on one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.</p> <p>Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder which could negatively impact on their social, emotional and mental wellbeing.</p>
Sensory and or physical needs	<p>Some children and young people have a difficulty which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.</p> <p>Children and young people with a physical disability may require additional on-going support and equipment to access all the opportunities available to their peers.</p>

4. Roles and responsibilities

If you would like to get in contact with any of the following people, please make contact via:

Email: office@queenshill.norfolk.sch.uk

Tel: 01603 746857



Supporting Children with SEND at Queen's Hill	
Mrs Sheppard Head teacher	The head teacher, Mrs Sheppard , has overall responsibility for the provision and progress of learners with SEN and or a disability. She works with the SENCO and SEND governor to determine the strategic development of SEN policy and provision in the school.
Mrs James and Miss Hicks (NASENCO Award) SENCOs	The SENCOs, Mrs James (EYFS and KS1) and Miss Hicks (KS2) , share the SENCO role between them. Both teachers have day to day responsibility for the operation of the SEND policy and coordination of specific provision in the school. They work with the head teacher and SEND governor to determine the strategic development of SEND policy and provision at Queen's Hill. They will advise on the graduated approach to providing SEN support and ensure records of all pupils with SEND are up to date. They will advise on the school's delegated budget and other resources to effectively meet children's needs. The SENCO will liaise with external and support agencies and potential next providers of education to ensure a smooth transition is planned. Mrs James oversees the provision in EYFS and KS1, her leadership days are Tuesday and Wednesday. Miss Hicks oversees the provision in KS2, her leadership days are Wednesday and Thursday.
Mrs Walker SEN governor	The SEND governor, Mrs Walker , helps raise awareness of SEN at governors' meetings. She will monitor the quality and effectiveness of SEND provision within the school. She works alongside the head teacher and SENCO to determine the strategic development of SEN policy and provision in school.
Class Teachers and Year Leaders	Class teachers are responsible for the progress and development of every pupil in their class. They will work closely with other staff to plan and assess the impact of interventions to support classroom teaching. Class teachers will work with the SENCO to review each pupil's progress and development and decide on necessary changes to provision. They are responsible for following this SEN policy.
Mrs James Speech and Language Coordinator	Mrs James coordinates provision for children that require speech and language support and liaises with the SENCO.
SEND Training	Staff receive regular training on SEND processes and resources available to support pupils with SEND. This includes training on the use of IEPs, supporting children with ASD traits and creating dyslexia friendly classrooms. Staff are updated about available training they can access each term. The Norfolk Inclusion team regularly provide training, as well as SEND Gateway and Nasen.
<i>See also Support for Learning and Well Being</i>	
What external support and advice are available and	<ul style="list-style-type: none"> • Educational Psychology and Specialist Support Service (EPSS)

accessed by Queen's Hill Primary School?	<ul style="list-style-type: none"> ● Benjamin Foundation ● Child and Adolescent Mental Health Service (CAMHS) ● Children's Disability Team ● Parent Support Advisor (PSA) ● Looked After Children (LAC) Virtual School (see Miss Hicks) ● Play Therapist ● NHS Speech and Language Team ● School Nurse ● Social Care Team ● Young Carers Team ● School Counsellor
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5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or differentiated provision for a range of needs (as defined earlier), including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia and dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties.

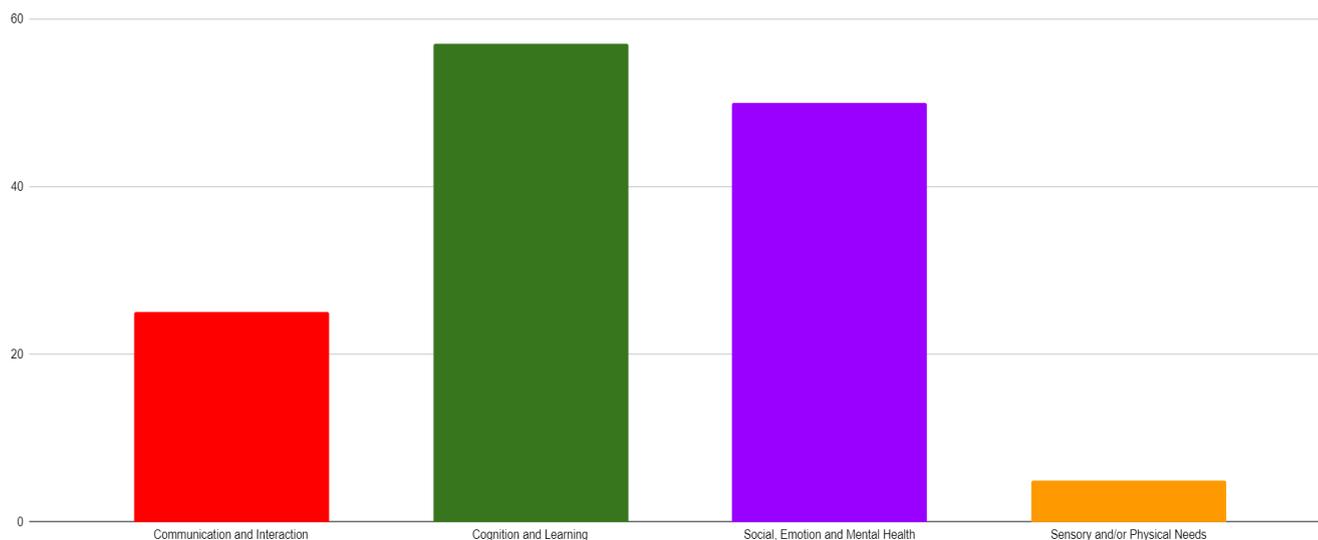


Our Current SEND Profile:

Whole School	Categories within our SEN profile				
Pupils on our SEN(D) register	Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory and/or Physical Needs	EHCPs
91/545 Reception - Y6)	25	57	50	5	12
17% of population	27% of children on register	63% of children on register	55% of children on register	5% of children on register	16% of children on register

Please note some children have a primary and secondary SEN, therefore the percentages are dependent on this.

Categories within our SEN profile:



5.2 Identifying pupils with SEN, assessing their needs and reviewing progress towards outcomes

At Queen’s Hill we have a clear, consistent and graduated approach to identifying and responding to SEN.

Decisions about whether a pupil has SEND	
When might SEN be identified?	<p>To ensure appropriate and timely identification of SEN, class teachers make regular assessments for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> • Is significantly slower than that of their peers starting from the same baseline • Fails to match or better the child’s previous rate of progress • Fails to close the attainment gap between the child and their peers • Widens the attainment gap • This may include progress in areas other than attainment, for example, social needs. <p>Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.</p>
How does the school know if children need extra support?	<p>Concerns may be raised by a member of staff or the learner themselves. This will lead to an initial conversation to accurately identify any issues and a plan to move forward.</p> <ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil’s areas of strength and difficulty • We take into account the parents/carers’ concerns • Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are. <p>Initial concerns will be documented during half termly pupil progress meetings, between class teachers and members of the senior leadership team (SLT).</p>
What should I do as a parent or carer if I think my child may	<p>Speak to your child’s class teacher or year leader so that you can raise any concerns and identify any particular strengths your child has.</p> <p>Members of staff will pass this information on to the SENCo and, if necessary, other members of the leadership team via the school recording system CPOMS.</p>

have special educational needs?	
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5.3 Support for learning and well being

Support for learning and well being	
How does the school support children with SEND?	<ul style="list-style-type: none"> • Once initial concerns have been raised, the progress and attainment of the pupil will be monitored closely by the class teacher, and discussions will be held, as necessary with the pupil, parent/carer and SENCo. • Once a term has passed, or sooner if necessary, when appropriate progress and attainment are now evident, the pupil's records will be updated and the child will be monitored and assessed with the same rigour as the rest of the teaching group. • However, if, despite the provision of appropriate interventions and personalised teaching, progress and attainment are still a concern, further diagnostic tests may be performed. Further, our SENCO may obtain support from other professionals, including an Educational Psychologist and an Advisory Support Teacher. If deemed necessary, support from a medical professional may also be advised. • When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. • If a pupil is diagnosed as having SEN, discussions between the class teacher, pupil, parent/carer and SENCo and, if necessary, other professionals will lead to the creation of an 'Individual Education Plan' (IEP) see appendix 1. • Children are involved with the IEP target writing process and their views are taken into account. • We use Notional Funding and Element 3 Funding to support provision for pupils with SEN. More information can be found on the Budget Share Tracker.
What is in place to support social and emotional development and wellbeing?	<ul style="list-style-type: none"> • A zero tolerance approach to bullying • Our curriculum is based on SMSC values • We use PATHs sessions to help children understand and express their emotions • Offer time with our School Dogs • Time For You sessions with the Parent Support Advisor (PSA) • Nurture sessions with a Nurture HLTA • Encouraging pupils to be part of the school council • Weekly outdoor learning sessions with an Outdoor Learning HLTA • Sensory Circuit sessions with an PE HLTA • Allocated school mental health champion (Mr Hann) • Wellbeing ambassadors in Year 6 • Teaching of relaxation techniques e.g. mindfulness • Children that are expressing a high level of distress or need may be able to see our school psychotherapist or play therapist. This would be discussed and agreed first with parents, teachers and SENCo before sessions would start.

5.4 SEN Provision

Progress, planning and keeping parents informed	
As a parent or carer, how will I know how my child is doing?	Class teachers will work with the SENCo, parents and children to create an Individual Education Plan (IEP) which will feature targets, strategies and success criteria to help children achieve and meet their goals. Copies will be given to the parents, class teacher and SENCo.
How will I be involved as a parent/carer?	You will be asked for your opinions on your child's strengths and difficulties. You will be part of the review process of your child's IEP and parental comments made will be used to influence development of SEN provision at the school.
How is provision at Queen's Hill Primary evaluated?	<p>We follow the 'assess, plan, do, review' approach to monitor the impact of any interventions for learners with SEN. Children are assessed at the start and end of an intervention to ensure that children are making the progress expected. If particular strategies are not working for a particular child, they can be changed. We invite parents and children to be a part of this process with us.</p> <p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none"> ● Reviewing pupils' individual progress towards their goals each term with parents and pupils ● Reviewing the impact of interventions every half term ● Half termly Pupil Progress Meetings ● Using pupil questionnaires ● Monitoring by the SENCo ● Using provision maps to measure progress, see appendix 2 ● Holding annual reviews for pupils with statements of SEN or EHC plans with pupils and parents. ● Analyse progress data taken from Pupil Asset and other tracking tools e.g. WellComm. <p>Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school data is also monitored by the Local Authority and Ofsted.</p>
Is my child on the school's SEND register?	<p>The school SEND register is monitored and maintained by our SENCo. All pupils identified with SEN and accessing support that is additional to or different from the general provision will be added to the register.</p> <p>The support provided is dependent on individual learning needs and is intended to enable accelerated access to learning and overcome issues that have been identified. This provision may involve intervention programmes which have been detailed on an IEP and or the school provision maps. Children will be monitored and assessed regularly and the provision that they are afforded will be adapted accordingly. Termly analysis of interventions will be used to determine whether or not specific programmes are effectual, and to identify the next stage in a child's tailored programme of support.</p> <p>If the child has particularly complex needs, an Education, Health and Care Needs Assessment Request may be recommended which will evaluate whether an EHCP is appropriate. An EHCP, in relevant circumstances, may be used to support an application to a special school.</p>

5.5 Admission arrangements for pupils with SEN or disabilities



Children with an Education, Health and Care Plan or Statement of Special Education Needs, naming our school, follow the transfer arrangements set out in the SEN Code of Practice and associated regulations and are not subject to the general admission arrangements. Other children without a Statement of SEN will be subject to the general admission arrangements.

5.6 Supporting pupils moving between phases and preparing for adulthood

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Queen's Hill Primary school is committed to working in partnership with children, families and other providers to ensure positive transitions occur. If we know a new pupil to the school has SEND, the school's SENCOs will contact the previous setting to gain knowledge and understanding of the pupils needs and provision required to support them. This information is then shared with relevant staff for a smooth transition.

Transitions and support	
How will we support your children when they are leaving this school or moving to another class?	Planning for transition is a part of our provision for all learners with SEN. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.
How will we support your child when they join our school if they have SEND?	<p>The class teacher and, if appropriate, the SENCO will liaise with parents/carers of the new pupil to ensure regular communication supports the child's transition and SEND provision.</p> <p>We make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> ● Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. ● Adapting our resources and staffing ● Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. ● Using focused learning equipment and writing aids (e.g. pencil grips, talking tins, spelling apps) ● Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. ● Differentiating the learning objectives for different learners ● Scaffolding – such as the use of writing frames in English and the use of examples and partially completed number sentences or problems in maths. ● Tasks of varying difficulty – including the use of access tasks and extension activities. ● Differentiating the starting points within a lesson – recognising that different children have different strengths and learning preferences.

	<ul style="list-style-type: none"> • The provision of printed instructions. • The provision of printed checklists – these may consist of success criteria, level descriptors or marking ladders.
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5.7 Accessibility and Equality

Accessibility and Equality	
How does the physical environment support pupils to engage in all activities in school?	Our site was purpose built in 2008 and then extended in 2016 and 2018; as such it has appropriately wide access areas and toileting facilities to support wheelchair accessibility. There is also an accessible toilet and changing facilities on site. In addition to this, there is a quiet sensory room, well-lit areas within the school and clear signage.
Communicating with families whose first language is not English.	If you require translation, please contact the school office. We have resources in school to support children whose first language is not English, such as multilingual talking pens and translation apps.
How are pupils included in activities inside the classroom?	Pupils are supported in class through the use of talk partners, support staff, strategies for independence (linked to the school's growth mindset crowns).
How are pupils included in activities outside the classroom?	We are committed to ensuring all children can access activities provided within the school and will make reasonable adjustments to ensure participation for all, so please contact the school office or SENCo to discuss specific requirements. Please see our accessibility plan for more details.
What extra provision is available for pupils to fully engage in all activities in school?	We have a range of external agencies to enable pupils to engage in all activities including, physiotherapy, speech and language therapy and occupational therapy. There is specialist equipment to support engagement including communication aids, sensory aids and assistive technology.
Trips and extra-curricular activities.	All learners should have the same opportunity to access extra-curricular activities. In our school we offer a range of additional clubs and activities. Please ask at the school office for more details. All pupils are encouraged to go on our residential trip(s) and these trips can be adapted to meet their needs if necessary. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.8 Complaints about SEND provision

Complaints about SEN provision at Queen's Hill Primary should be made to the SENCos Mrs James (EYFS and KS1) or Miss Hicks (KS2) in the first instance. Parents/carers may then be referred to the school's complaints policy. If you feel you need further support please contact Mr Cross, Assistant Head Teacher for Behaviours for Learning.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:



- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.9 How to access advice and support

Contacting support services for parents of pupils with SEND	
Norfolk SEND Partnership Information, Advice and Support Service (IASS)	Norfolk SENDIASS provide free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers. Email: sendpartnership.iass@norfolk.gov.uk Telephone: 01603 704070 www.norfolksendpartnershiass.org.uk/
Just One Norfolk	The go-to health website for families www.justonenorfolk.nhs.uk/
The Norfolk SEND Local Offer	This website is for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk. It can help with finding special needs services to support children and support networks available for parents. www.norfolk.gov.uk/children-and-families/send-local-offer
Information on EHCPs in Norfolk	www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education-health-and-care-ehc-plans
Norfolk Early Help Service	www.norfolk.gov.uk/children-and-families/early-help-and-family-support
Norfolk Speech and Language Services	www.norfolk.gov.uk/children-and-families/send-local-offer/health/health-services-in-norfolk/speech-and-language
2015 SEN Code of Practice	www.gov.uk/government/publications/send-code-of-practice-0-to-25
Norfolk CAMHS	www.norfolk.gov.uk/care-support-and-health/health-and-wellbeing/childrens-health-and-wellbeing/mental-health-camhs

6. Monitoring arrangements

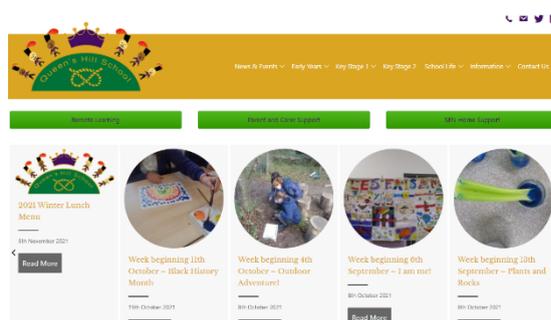
This policy and information report will be reviewed by the SENCo yearly. It will also be updated if any changes to the information are made during the year or if any new legislation is produced.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Equality and Accessibility Policy
- Use of Reasonable Force Policy
- Safeguarding Policy
- Teaching and Learning Policy



- Medical Needs Policy
- The setting's complaints procedure statement

8. Glossary of terms

SEND	Special Educational Needs and Disabilities
SENCo	Special Educational Needs Co-ordinator
IEP	Individual Education Plan
EHCP	Education, Health and Care Plan
LA	Local Authority
CAMHS	Child and Adolescent Mental Health Service
PSA	Parent Support Advisor
PATHs	Promoting Alternative Thinking Strategies
SMSC	Spiritual, moral, social, cultural
EAL	English as an additional language
SLT	Senior Leadership Team

9. Appendices

Appendix 1: IEP Template

IEP from Autumn 2021 - Summer 2022

1. Complete front page.
2. Complete **Assess, Plan, Do, Review** once per term and ensure that this is shared with parents.
3. Upload to CPOMS and print a hard copy for SEN file **after reviewing** in Summer 2021.



Individual Educational Plan

Name: NAME	Insert picture	Identified need
Date of birth: XX/XX/XXXX		Physical disability (including physical and neurological impairment, medical, independence and sensory)
Year group:		Deafness
History: Family background Previous diagnosis Health conditions (hearing/eyesight included) Previous school setting PP/EAL/LAC Referrals made (GP, SaLT etc) Access to provision such as Andre, Nurture, Outdoor learning etc.		Visual impairment
Date IEP started:		Speech and language
		Social communication and interaction
		Social, emotional and mental health
		Learning and cognition difficulties (including behaviours for learning)

Learner's thoughts, feelings and wishes	Parent's thoughts, feelings and wishes	Teacher's comments
What do you like?		
What do you dislike?		
How can we help you with your learning?		

Autumn 2021



Assessment		
Formal SEND assessments	Academic attainment	Other
BPVS CVS CPM WellComm Speech sounds	Academic attainment (teacher judgement and/or SATs/NFER standardised scores) Reading: Writing: Maths: Other: what are their needs/barriers to learning?	SaLT reports OT reports EP report School2School FSP SLST Dyslexia outreach service Paediatrician report

My targets - Plan	What will we do to help me - Do			How I got on - Review
	Who	What	When	
I can S – specific (behaviour, conditions, criteria) M – manageable and measurable A – achievable and agreed R – realistic and reviewable T – time bounded		What can you put in place to support them? What outcomes do you want to achieve?		Achieved Partially Achieved Not Achieved What has been the impact on the pupil? What support worked?
I can				
I can				

Appendix 2:Provision Map (these interventions are age appropriate dependant)

Queen's Hill Primary School and Nursery Provision Map

Notational SEND Funding and 'top up' Element 3 Funding has been used to fund these interventions.

Area of Need	In-class	Targeted
Communication and Interaction: Speech and Language	Talk partners	Specific sounds interventions - resources from ECCH and Black Sheep
	Daily phonics lessons in EYFS and KS1 (Read Write Inc.)	WellComm big book of ideas intervention
	Daily spelling and reading sessions in KS2	Language builders - developing communication skills (Elkan) intervention
		Phonological awareness group
Communication and Interaction	Clearly labelled classroom and vocabulary rich classroom environment	Talk Boost intervention
		Time to Talk (social interactions) intervention
		Attention Autism (bucket time)
Social, Emotional, Mental Health	Half-termly growth mindset lessons	Elsa - emotions intervention
	Behaviour policy which has a focus on positive praise	Dealing with feelings KS2 intervention
		School Counsellor session
		Play Therapy sessions
		Nurture
		Weekly outdoor learning sessions
		Use of school sensory room
Learning and Cognition	Brain breaks using 5 a Day, Just Dance and Brain Gym	Auditory and/or visual memory skills
	Use of word mats, writing frames and visual aids	NELI Program (EYFS)
		Word Aware - teaching vocabulary
Learning and Cognition: Reading	Use of it post-it notes/highlighters to break down text in manageable chunks	Beautiful Books
	Use of a reading ruler	1:1 Phonics (Read Write Inc.)
	Targeted support in reading sessions	Nessy program
	Vocabulary sessions before reading a new text	Dyslexic reading intervention
	Use of coloured overlays	Gulliver's Travels intervention
	Precision teaching of high frequency sight vocabulary	SuperSpeed 1000 intervention

Learning and Cognition: Writing	Use of pencil grips	Year 1-3 Write from the Start - a kinesthetic programme to support fluent handwriting
	Targeted support in lessons	SOS spelling
	Use of assistive technology e.g. iPad, laptops, talking tins	SNIP programme
	Daily handwriting lessons in KS1 and KS2	SpellBetter app
	Daily fine motor skills activities in EYFS	Year 4-6 Speed Up - a kinesthetic programme to support fluent handwriting
		Clicker program on laptops
		Fine motor skills intervention
Learning and Cognition: Maths	Use of maths resources e.g. numicon, base 10	Numicon kit interventions
	Targeted support in lessons	Timetables group sessions (Times Tables Rockstars)
	Precision teaching of number facts	Rapid recall maths intervention
	Numbot logins for EYFS and KS1, Timetable rockstars logins for KS2	
Sensory/Physical Needs	Use of fiddle toys, ear defenders, wobble cushions or sensory breaks	Sensory Circuits
		Ist move - a gross and fine motor intervention
English as an Additional Language (EAL)	Clearly labelled classrooms using words and pictures	1:1 language interventions
		1:1 in class targeted support