



SEND Information Report

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Special Educational Needs at Queen's Hill Primary School

The SEN Code of Practice defines special educational needs as 'a pupil has SEN 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.

We categorise SEND under four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and or physical needs

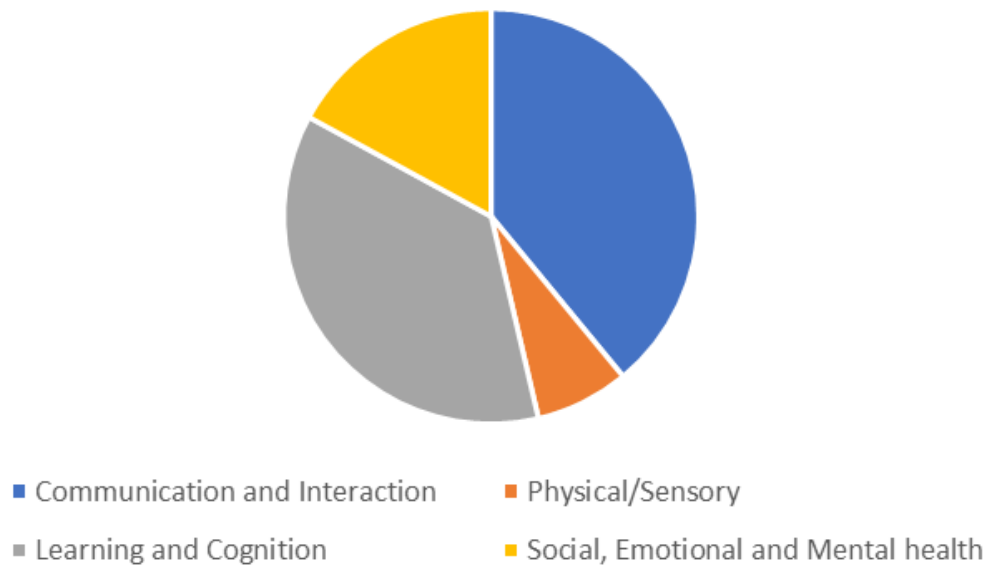


Profile of Special Educational Needs at Queen's Hill Primary School

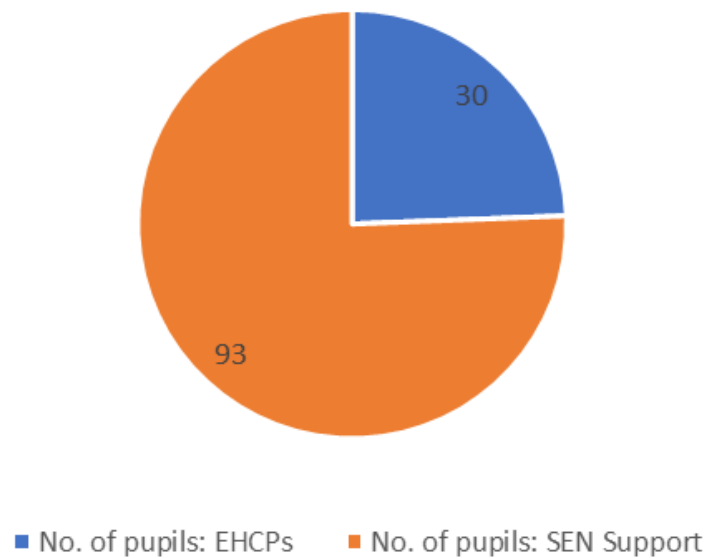
	Communication and Interaction	Physical/Sensory	Learning and Cognition	Social, Emotional and Mental health
Total	48	9	45	21
<i>Please note some children have a primary and secondary SEN, therefore the percentages are dependent on this.</i>				

No. of pupils: EHCPs	No. of pupils: SEN Support	No. of pupils: combined
30	93	123
5%	16%	21%

Profile of Special Educational Needs at Queen's Hill Primary School



SEN Support and EHCPs



School Policies for the Identification and Assessment of Pupils with SEN

Our SEN Policy is embedded within this policy. The SEND Information Report links to our [school policies](#) on:

- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Equality and Accessibility Policy
- Safeguarding Policy
- Medical Needs Policy
- Complaints Procedure

Identifying Pupils with SEN

Depending on who raises the initial concern, the following process is followed to identify pupils with SEN:

SENCO raises a concern - during learning walks, strategy meetings or other observations during the day-to-day routines of school, the SENCOs will identify behaviours or needs of a child that require further investigation.

Member of staff raises a concern - support staff and midday supervisors will speak to the class teacher about their thoughts in relation to a child. If the class teacher agrees or has concerns first, they will speak with the school SENCO.

Parents/carers raises a concern - please speak to your child's class teacher or year co-ordinator outlining your thoughts. 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.

Next step after initial concern is raised - the SENCO will look at the child's attainment and progress data then have a conversation with the class teacher and/or parents/carers about the child. Afterwards, the SENCO will complete an in-class observation of the child and the class teacher will complete an INDES form.

Final step - Once all the information is gathered, the SENCO will discuss findings with the parents/carers to make an informed decision about whether their child's needs require them to be added to the school's SEN register. The SENCO may decide that the child would benefit from being closely monitored for a period of time before making a final decision. In some cases, children are discussed at termly TAS meetings and additional assessments take place if further information is required e.g. input from a specialist learning teacher.



Provision for Pupils with SEN at Queen's Hill Primary School

The effectiveness of provision for SEN is evaluated through the graduated approach (assess, plan, do, review). See [Appendix 3](#) for the SEND provision map.

Assess - Staff assess the children's academic attainment termly using our school tracking systems. Where appropriate, intervention assessments are completed at the beginning and end of each term, or when the intervention program finishes. The children's assessment data is analysed during termly strategy meetings to identify patterns and individual case studies. Children's attainment levels are shared during parents evening and through written school reports.

Plan/Do - Class teachers use the school's provision map and speak with the SENCO to ensure universal, targeted and enhanced provision is put in place for individuals. During strategy meetings, appropriate interventions are chosen based on the data provided by teachers.

Review - The impact of the interventions are evaluated through assessment tools and observations. Depending on the outcome, children's provision is reviewed and adapted where appropriate. SENCOs review the school's data and provision map termly, comparing this with local and national data to evaluate and further improve the quality of provision.



Support Plans and EHCPs

In order to document and implement the graduated approach, support plans and EHCPs are used.

Support Plans - For children on SEN Support, a Support Plan is put in place. The document is drafted by the class teacher, with support from the SENCO. After sharing and editing the Support Plan with parents/carers and pupils, the document is finalised. The targets on the Support Plan are reviewed termly, with involvement from the class teacher, pupils and parents/carers. See [Appendix 1](#) for the Support Plan template.

Requesting EHC needs assessment - If a child's needs cannot be met through SEN support, the SENCO, in collaboration with parents/carers and other relevant professionals, will apply for an EHC Needs Assessment with the view of obtaining an EHC Plan.

EHC Plans - For children with EHC Plans, SENCOs lead EHCP Annual Reviews, involving the class teacher, EHCP coordinator, pupils, parents/carers and any other professionals known to the child. EHCP Support Plans are written by the SENCO and class teacher, outlining specific targets relating to the Outcomes in Section E of the child's EHCP. The targets on the EHCP Support Plan

are reviewed termly, with involvement from the class teacher, pupils and parents/carers. See [Appendix 2](#) for the EHCP Support Plan template.

Universal Provision: Strategies for Teaching Pupils with SEN

High quality teaching strategies are used to support all learners, including those with SEN. These strategies include:

- Using talk partners to share ideas and learn from peers
- 'My turn your turn' vocabulary recall
- Visuals to aid learning point and using manipulatives in maths
- Over-learning facts, concepts and vocabulary
- Giving short, clear instructions

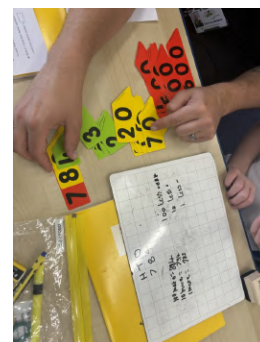


See [Appendix 3](#) for our provision map, which outlines more of the quality-first teaching strategies used at our school.

Targeted and Enhanced Provision: Adaptations to the Curriculum and Learning Environments

As well as high-quality teaching, staff adapt the curriculum and learning environment to help children with SEN thrive. These adaptations include:

- Making written information more accessible (e.g. coloured paper, large text, symbols, audio, Braille).
- Adapting the curriculum (e.g. changes to teaching and learning arrangements, classroom organisation, timetabling, class sizes).
- Using assistive technology (e.g. SEN specific software, laptops/tablets, text-to-speech software, software that connects words with pictures or symbols, hearing loop technology).
- Adapting and making the curriculum available to pupils who have ongoing medical or health needs (e.g. lessons are adapted, learning is revisited and liaison with the Medical Needs Team).
- Adapting the physical environment (e.g. seating arrangement, signage, work stations).



Interventions for different areas of need:

- Interventions used to support cognition and learning (e.g. Read Write Inc. 1:1 Phonics, precision teaching, Nessy)
- Interventions used to support communication and interaction (e.g. time to talk, attention autism, talk boost)
- Interventions used to support social, emotional and mental health (e.g. nurture sessions, forest school, play therapy)
- Interventions used to support physical and/or sensory (e.g. sensory room, sensory circuits, occupational therapy)

See [Appendix 3](#) for our provision map, which outlines more examples of adaptations.

Engagement in Activities

A variety of strategies are used to make sure that pupils with SEN can engage in all activities (school's universal offer and extra-curricular). These include:

- Support (e.g. use of talk partners, teaching support, strategies for independence)
- Therapies (e.g. speech and language therapy, occupational therapy, play therapy)
- Specialist equipment (e.g. sensory aids, communication aids, movement aids, assistive technology, sport and playground equipment)
- Physical environment (e.g. quiet areas, low stimulation areas, well-lit areas, ramps, doorways, clear corridors, non-slip flooring, toilets, handrails, changing facilities, lighting, classrooms, clear and tactile signage, edge of steps/ramps highlighted, natural light controllable with blinds, use of contrasting colours)



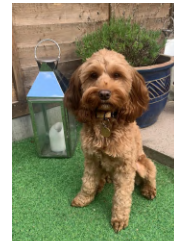
See [Appendix 3](#) for our provision map, which outlines more examples of additional strategies.

Support for Improving Social, Emotional and Mental Health

At Queens Hill Primary School we are an inclusive school that celebrates diversity. Through tolerance and respect we promote and reflect equality and fairness across our school. We strive to offer every individual member of our learning community the support, structure, resources and style of approach they require to fulfil their aspirations. We believe it is our duty to provide and ensure a high quality education for all of our pupils, including pupils with social, emotional and mental health (SEMH) difficulties, and to do everything we can to meet the needs of pupils with SEMH difficulties.

Approaches to improve social, emotional, mental health of pupils:

- A zero tolerance approach to bullying
- Offer time with our school dogs
- 'Time For You' sessions with the Parent Support Advisor (PSA)
- Nurture sessions - 1:1 and small groups
- Encouraging pupils to be part of the school council
- Outdoor learning sessions
- Sensory Circuit sessions
- Allocated school Senior Mental Health Leader (Mr Hann)
- Teaching of relaxation techniques e.g. mindfulness, breathing
- The 'Working on Worries' CBT intervention programme
- 'Zones of Regulation' scheme of work
- Lunch time clubs
- Social skills and friendship skills groups
- Children that are expressing a high level of distress or need may be able to see our play therapist or be referred to NHS-funded Mental Health Support Teams. This would be discussed and agreed first with parents/carers, teachers and SENCO before sessions would start.



Our SEND Coordinators

Mrs James (Assistant Headteacher) oversees inclusion across the school, ensuring Queen's Hill Primary is inclusive for everyone and gives all children the opportunity to thrive and succeed.

Two SENCOs work collaboratively to support children and year group approaches to inclusion.

Mrs James oversees the provision in EYFS and KS1; Mr James and Miss Hicks (maternity leave) oversee the provision in KS2.



The school SENCOs have day to day responsibility for the operation of the SEN policy and coordination of specific provision in the school. They work with the head teacher and SEN

governor to determine the strategic development of SEN 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 SEN are up to date. They will advise on the school's dedicated SEN budget and other resources to effectively meet children's needs. The SENCOs will liaise with external and support agencies and potential future providers of education to ensure a smooth transition is planned. Data is evaluated by the SENCOs at least termly to consider how well the school supports the progress of pupils with SEN in comparison to other schools (locally and nationally). Attending regular training delivered by the Local Authority supports the SENCOs with this data evaluation and how to use data to improve future provision.

E: inclusionleader@queenshill.norfolk.sch.uk

T: 01603 746857

Expertise and Training of Staff

All SENCOs are completing or have completed the National Award in SEN co-ordination (NASENCO) or SENCO national professional qualification (NPQ).

Different members of staff have completed training in relation to SEN, including:

- Step On, Step Up
- PECs
- Forest School
- ELSA Emotions
- RWInc 1:1 Phonics
- DESTY
- SENDCo Now
- Working on Worries
- Sensory Circuits
- Trauma-Informed Teaching
- Equality, diversity and inclusion training



The SENCOs organise training sessions for class teachers to attend, at least termly. Weekly support staff training, delivered by members of SLT, often cover strategies that support SEN.

The SENCOs liaise with outside agencies regularly to receive advice and support from professionals including:

- **Education services:** Virtual School Sensory Support, Virtual School Looked After Children, Educational Psychology Specialist Support, Inclusion Team, Dyslexia Outreach Service, Access Through Technology, School and Community Teams
- **Health services:** Just One Norfolk, Just One Number, Speech and Language Therapy Service, Occupational Therapy, Point 1, Ormiston Families, Mental Health Support Teams
- **Social care services:** Short Breaks, Early Help, Early Childhood and Family Support Service, Family Support Process

- **Third sector services:** Benjamin Foundation, Nelson's Journey, The Matthew Project

Equipment and Facilities

In the last academic year, allocated SEN funding has been used to purchase resources, as well as employ members of staff to support pupils with SEN. The SENCOs update a costed provision map regularly which is shared with the Local Authority at least annually.

For more information about the school's SEN funding, please look at the [Budget Share Tracker](#).



Involving Parents/Carers

Parents/carers can communicate with the SENCOs and class teachers on a day-to-day basis. This can be via the school office, emailing the inclusion inbox or speaking to staff on site during drop off/pick up.

Parents/carers of children with SEN are supported and encouraged to give their views and participate through:

- Support Plan and EHCP Annual Review meetings
- Parent and Carer evenings
- Parent voice is captured using questionnaires
- Home-school contact books
- Online communication including Tapestry
- Being a parent governor
- Attending inclusion cafes
- Termly work celebrations



Involving Pupils

Pupils with SEN are supported to give their views and participate through:

- Support Plan and EHCP Annual Review meetings
- Pupil voice is captured using questionnaires
- School council

All pupils have the opportunity to attend in-school extra curricular clubs led by members of staff and/or outside organisations. Opportunities to participate in external activities outside of school are posted on our social media platforms and in our monthly school newsletter.

All pupils are encouraged to go on our residential trip(s) and these trips can be adapted to meet their needs where 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.

Complaints Procedure

Complaints about SEN provision at Queen's Hill Primary should be made to the SENCOs Mrs James (EYFS and KS1) or Mr James / 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, Headteacher.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEN 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

Phase Transfers and Transitions

Transition is a part of life for all learners. This can be transitioning 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 SEN, 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. 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 SEN provision.



Planning for transition is part of our provision for all learners with SEN. Transition to secondary schools will be discussed in the summer term of Year 5, to ensure time for planning and preparation. When pupils are in Year 6, the Mental Health Support Team run transition workshops and lead focus groups focussing on strategies to manage anxieties. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

To support pupils with thinking about the future, future goals and adult life, Year 6 pupils usually attend a careers fair during Spring Term.

Norfolk SEND Partnership Information, Advice and Support Service (SENDIASS)

[Norfolk SENDIASS](#) provides 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



The Norfolk SEND Local Offer

The [Norfolk SEND Local Offer](#) 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.



Just One Norfolk

The [Just One Norfolk](#) website provides a wealth of information about supporting children with SEND. Contact Just One Number on 0300 300 0123 to access Norfolk & Waveney Children and Young People's Health Services.



The SEND and Inclusion Support Line

Run by the Local Authority, the [SEND and Inclusion Support Line](#) can help with:

- Learn how to access support for children and young people
- Learn about the support available to your child
- Guidance for families and professionals looking for support and advice
- Guidance and support for children at risk of imminent permanent exclusion
- Guidance and advice for those considering an application for an EHCP

Telephone: 0333 313 7165

Glossary of Terms

- SEN/SEND: Special Educational Needs and Disabilities
- SENCO: Special Educational Needs Co-ordinator
- EHCP: Education and Health Care Plan
- LA: Local Authority
- CAMHS: Child and Adolescent Mental Health Service
- PSA: Parent Support Advisor
- EAL: English as an additional language
- SLT: Senior Leadership Team
- INDES: Identification of Need Descriptors in Educational Settings
- TAS: Team around School

Appendix 1 - SEND Support Plan



SEND Support Plan

All about me		
Name:	Insert picture	Identified need (highlight relevant)
Date of birth:		Physical disability (including physical and neurological impairment, medical, independence and sensory)
Year group:		Deafness
<i>Add in details of 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 nurture, outdoor learning etc.</i>		Visual impairment
		Speech and language
		Social communication and interaction
	Social, emotional and mental health	
	Learning and cognition difficulties (including behaviours for learning)	

Targeted support, additional to the universal offer
• Write in all targeted and enhanced provision you do for the child e.g. regular brain breaks, daily reader, sensory circuits, writing frames, small group adult support in maths (refer to non-costed provision map). • • • • •

Autumn 2025



Pupil voice	Parent/carer voice	School voice
Add quotations for <i>child</i> , <i>pictures</i> , <i>widgits</i> etc.		

Assessment
Academic attainment - Teacher judgement + SATs/NFER standardised scores Wellcomm score

My targets - Plan	What will we do to help me - Do	How I got on – Review (Spring 2026)
I can <i>S – specific (behaviour, conditions, criteria)</i> <i>M – manageable and measurable</i> <i>A – achievable and agreed</i> <i>R – realistic and reviewable</i> <i>T – time bounded</i>	Who, what, where, when (refer to non-costed provision map - add universal, targeted and enhanced)	Achieved Partially Achieved Not Achieved delete as appropriate What has been the impact on the pupil? What support worked? Next steps?
I can		
I can		

Spring 2026



Pupil voice	Parent/carer voice	School voice
Add quotations for <i>child</i> , <i>pictures</i> , <i>widgits</i> etc.		

Assessment
Academic attainment - Teacher judgement + SATs/NFER standardised scores Wellcomm score

My targets - Plan	What will we do to help me - Do	How I got on – Review (Summer 2026)
I can <i>S – specific (behaviour, conditions, criteria)</i> <i>M – manageable and measurable</i> <i>A – achievable and agreed</i> <i>R – realistic and reviewable</i> <i>T – time bounded</i>	Who, what, where, when (refer to non-costed provision map - add universal, targeted and enhanced)	Achieved Partially Achieved Not Achieved delete as appropriate What has been the impact on the pupil? What support worked? Next steps?
I can		
I can		

Summer 2026



Pupil voice	Parent/carer voice	School voice
Add quotations for <i>child</i> , <i>pictures</i> , <i>widgits</i> etc.		

Assessment
Academic attainment - Teacher judgement + SATs/NFER standardised scores Wellcomm score

My targets - Plan	What will we do to help me - Do	How I got on – Review (Autumn 2026)
I can <i>S – specific (behaviour, conditions, criteria)</i> <i>M – manageable and measurable</i> <i>A – achievable and agreed</i> <i>R – realistic and reviewable</i> <i>T – time bounded</i>	Who, what, where, when (refer to non-costed provision map - add universal, targeted and enhanced)	Achieved Partially Achieved Not Achieved delete as appropriate What has been the impact on the pupil? What support worked? Next steps?
I can		
I can		

Appendix 2 - EHCP Support Plan



EHCP Support Plan

All about me		
Name:		Identified need
Date of birth:		Physical disability (including physical and neurological impairment, medical, independence and sensory)
Year group:		Deafness
EHCP finalised:		Visual impairment
Next EHCP Review date:		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
Autumn	Autumn -	Autumn -
Spring	Spring -	Spring -
Summer	Summer -	Summer -

Assessment	
Academic attainment:	Formal assessments:

Provision and Support
★



Term	EHCP Outcomes: Communication and Interaction - 1.				
Autumn 2025	Current priority targets: I can	Current level: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving	Strategies:	Review:	Level at review: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving
Spring 2026	Current priority targets: I can	Current level: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving	Strategies:	Review:	Level at review: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving
Summer 2026	Current priority targets: I can	Current level: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving	Strategies:	Review:	Level at review: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving

Term	EHCP Outcomes: Cognition and Learning 				
Autumn 2025	Current priority targets: I can	Current level: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving	Strategies:	Review:	Level at review: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving
Spring 2026	Current priority targets: I can	Current level: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving	Strategies:	Review:	Level at review: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving
Summer 2026	Current priority targets: I can	Current level: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving	Strategies:	Review:	Level at review: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving



Term	EHCP Outcomes: Social, Emotional and Mental Health				
Autumn 2025	Current priority targets: I can	Current level: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving	Strategies:	Review:	Level at review: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving
Spring 2026	Current priority targets: I can	Current level: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving	Strategies:	Review:	Level at review: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving
Summer 2026	Current priority targets: I can	Current level: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving	Strategies:	Review:	Level at review: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving

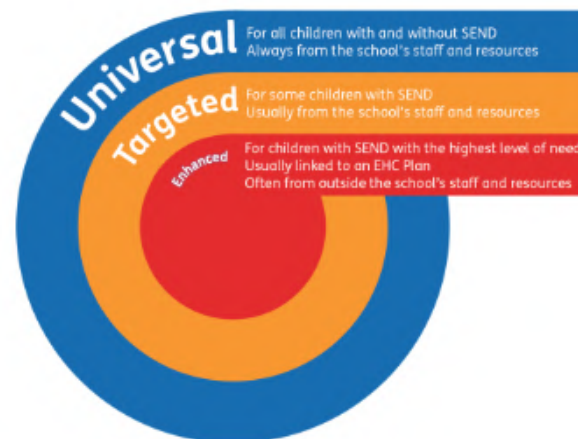
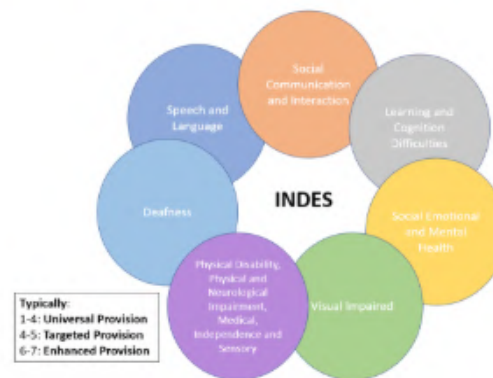


Term	EHCP Outcomes: Physical and Sensory				
Autumn 2025	Current priority targets: I can	Current level: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving	Strategies:	Review:	Level at review: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving
Spring 2026	Current priority targets: I can	Current level: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving	Strategies:	Review:	Level at review: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving
Summer 2026	Current priority targets: I can	Current level: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving	Strategies:	Review:	Level at review: ☐ Exceeding ☐ Achieving ☐ Partially Achieving ☐ Not Achieving

Appendix 3 - SEND Provision Map



Queen's Hill Primary and Nursery School Provision Map 2025-2026



Communication and Interaction			
Need	Universal	Targeted	Enhanced
- o Difficulty knowing how to talk and listen to others in a conversation - o Difficulty making and maintaining friendships - o Anxiety in busy, unpredictable environments - o Difficulty coping in new or unfamiliar situations - o Inability to cope with unstructured social situations, including transitions - o Inability to use knowledge and skills functionally to generalise to various situations - o Difficulty predicting others and understanding their motives - o Inability to read the facial expressions of others - o Rigid thinking, including strong routines and rituals - o Difficulties in understanding rules of politeness and manners e.g. may speak to headteacher like a friend - o Attention and conversation focused on own needs and interests - o Unable to cope with close proximity to others - o Echolalia, rather than meaningful language - o Lack of response inhibitions, e.g. can't wait, shouts out, runs off - o Literal understanding of language - struggles to understand sarcasm/humour/idiom/metaphor - o Unusual reactions to sensory stimuli - o Difficulties with independence skills, such as dressing, toileting, eating	- o Say what you mean, explain double meanings, avoid sarcasm etc. - o Preparation for change of activity or lesson - o Visual prompting and cues – timetable, instructions - o Systematic organisation of independent learning tasks and activities - o No idioms or metaphors - o Emotional literacy lessons in class e.g. Zones of Regulation - o Clear rewards and sanctions – including motivators - o Clear and specific learning objectives - o Overt expectations made explicit - o Calm learning environment - o Communicate in a range of way - sign language, visual cards, short phrases - o Structured play opportunities at lunch and break times	- o Time to Talk (social interactions) intervention - o Attention Autism (bucket time) - o Intensive interaction approaches - o Outdoor learning - o First and then board - o Choice boards - o Prompt cards for group roles and conversation skills - o Individual workstation and individual visual timetable - o Comic Strip Conversations and/or Social Stories - o Regular, short sensory breaks and access to the sensory room - o Visual prompt cards e.g. turn taking or stay on topic - o Personalised behaviour support with clear, consistent consequences - o Wearing high visibility jacket during unstructured times	- o One-to-one adult support - o Alternative learning space for specific lessons - o Input from educational psychologist - o Input from ASD specialist from EPSS - o Personalised curriculum - o Assessment tracking using AET progression framework - o Access to ESP

Speech and Language			
Need	Universal	Targeted	Enhanced
Speech - o Speech that is sometimes difficult to understand - o Decoding often poor in literacy - o Speech difficulties are impeding literacy development - o Specific difficulties in hearing or perceiving speech, particularly in distracting environments Language - o Short attention span during certain lessons - o Comprehension and/or decoding affected in literacy - o Difficulties with receptive and/or expressive vocabulary - o Short and inaccurate sentences – oral and written - o Difficulty understanding words, sentences and instructions - o Difficulty in formulating a spoken sentence	- o Attention and listening activities - o Well-chosen talk partners - o Give children thinking and take up time - o Total communication approach (using a mix of signing, audible, visual cards) throughout the day - o EYFS/KS1 Daily RWI phonics lessons - oral blending and segmentation linked to reading and spelling - o KS2 daily spelling and reading sessions - o Good listening prompts - o Ensure you have the pupil's attention before giving an instruction - o Clear and simple explanations - o Chunking instructions - o Check understanding of instructions and concepts - o Model correct sentence usage e.g. repeat their sentence using the correct terminology and/or grammar - o Visual support across the curriculum - o Pre-teaching of subject vocabulary, key vocabulary displayed, clear definitions of words given and taught in a multi-sensory way - o Using child's name before speaking to them - o Mind maps for vocabulary to link concepts	- o Specific sounds interventions - resources from ECCH and Black Sheep - o WellComm big book of ideas intervention - o Phonological awareness intervention - o Early Years and KS1 Talk Boost intervention - o Colourful Semantics intervention - o Blanks Level Questions intervention - o RWI Phonics intervention - o Consistent individualised support from teacher and TA to reinforce specific speech sounds throughout the day - o Provision of a quiet workstation - o Talk buttons - o Parental engagement to aid understanding of child's communication	- o PECs intervention - o Input from NHS or private Speech and Language Therapist - o Specific speech interventions as prescribed by Speech and Language Therapist - o SRB short-term placement

Cognition and Learning			
Need	Universal	Targeted	Enhanced
- Low levels of attainment - Phonological and short-term memory difficulties - Difficulty acquiring new skills (particularly in literacy and numeracy) - Difficulty in dealing with abstract ideas - Speech and language difficulties e.g. generalising information, understanding abstract language - Difficulties with fine or gross motor skills - Difficulties involving specific skills such as sequencing, ordering, word finding - Difficulty forming concepts particularly when information is more abstract - Limited skills in verbal exchanges - Avoidance strategies - Low self-confidence/esteem - Episodes of dis-engagement	- Pupil's name and eye contact established before giving instructions - Clear and simple instructions, breaking down longer instructions and giving one at a time - Clarify, display and refer back to new/difficult vocabulary - Pre-teach vocabulary and key concepts - Check for understanding - Consistent use of positive language - Jot down key points/instructions - Give time for processing and before response is needed - Visual cues and prompts - Well-chosen talk partners, collaborative working opportunities - Key vocabulary displayed/available - Consistent use of terms and vocabulary - Repetition and reinforcement of skills including worked examples - Tasks simplified or extended - Visually supportive learning environments e.g. working walls, word mats, writing frames - Involve the pupil in discussions about how they learn and approach tasks, including My Happy Mind - Individual whiteboards for drafting - Use of it post-it notes/highlighters to break down text in manageable chunks - Use of a reading ruler - Use of coloured overlays - Precision teaching of high frequency sight vocabulary / number facts - Differentiated phonics groups (RWI) - Daily fine motor skills activities in EYFS and handwriting lessons in KS1 and KS2 - Use of maths manipulatives e.g. numicon, base 10 - NumBots logins for EYFS and KS1, Times Table Rockstars logins for KS2 - Brain breaks	- Auditory and/or visual memory skills intervention - Small group adult support during written tasks - Word Aware - teaching vocabulary intervention - Sensory circuits intervention - RWI phonics intervention - Nessy program intervention on iPad - Easi Keysi on laptops - SuperSpeed 1000 intervention - Year 1-3 Write from the Start intervention, a kinesthetic programme to support fluent handwriting - Year 4-6 Speed Up intervention, - a kinesthetic programme to support fluent handwriting - SOS spelling intervention - Beat Dyslexia Phonics intervention - SpellBetter app - Fine motor skills and/or letter and number formation intervention - Timetables group sessions (Times Tables Rockstars) - Rapid recall maths intervention 5 minute box maths intervention - Propeller boards maths intervention - Use of pencil grips - Use of assistive technology e.g. iPad, laptops, talking tins - Daily reading with an adult - Alternative methods of recording work e.g. Mind mapping, role play, use of ICT, video/audio recording - Access arrangements for tests and exams	- Dyslexia Outreach referral - Input from specialist learning support teacher - Short-term placement at SRB - Individualised curriculum - Individual adult support during written tasks - Access to ESP

Social, Emotional, Mental Health			
Need	Universal	Targeted	Enhanced
- Experiencing difficulty in remaining on task, inattentive - Inability to follow instructions and routines - Presenting as significantly unhappy anxious or stressed - Seeking frequent adult support/attention - Frequent low-level disruptions - Failure to make the progress anticipated across many areas of the curriculum - Showing signs of frustration and early indications of disaffection or disillusion - Difficulty in making and maintaining healthy relationships with peers - Presenting as withdrawn or tearful - Poor or sporadic attendance - Vulnerable to bullying, manipulation or exploitation - Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks - Engage in bullying type behaviours - Uncooperative or defiant - Demonstrations of behaviour that challenges - Placing self or others at risk of harm - Mental health disorders that are clinically significant (depression, psychosis, eating disorders, conduct disorders, generalised anxiety disorder, phobias, significant self-harming behaviours)	- Inclusive whole-school behaviour policy which ensures staff responses to behaviour is consistent - Zones of Regulation - Recognition boards or 100 square - Identify and build on preferred learning styles - Positive language to re-direct, reinforce expectations - Environmental adaptation e.g. social seating and proximity to teacher - Increased structure, routine and guidance, preparation for transitions - Reinforcement of expectations through visual prompts and role modelling good behaviour - Efficient use of CPOMs from all staff so patterns in behaviour can be monitored - Lunchtimes supervised by trained and informed staff who lead structured games - Regular communication between home and school, positive postcards and phone calls home - Happiness Heroes (lunch time provision) - Adult led games during break and lunch times	- Small group intervention - ELSA emotions intervention - Dealing with feelings KS2 intervention - DESTY, building self-esteem - Forest School sessions - Built in brain breaks - Use of school sensory room - School dog pet therapy - Emotion cards - Safe spaces - Access to lunch clubs 'Working for' boards - Home visits in the morning - Home-communication book/emails	- Short-term placement at SRB - Input from SEMH specialist - Mental Health team referral - Pastoral Care Plan in place - Access to alternative provision - Support from Ormiston Families - One-to-one nurture intervention - Play Therapy sessions

Sensory and Physical			
Need	Universal	Targeted	Enhanced
- Hearing loss – severe, moderate or mild - Missing or mishearing spoken information - Attention, concentration, listening and speech development affected - Poor phonological awareness - Impaired auditory perception - Listening/lip-reading fatigue - Visual impairment/loss of visual field – severe, moderate or mild - Difficulty with handwriting/fine motor control - Sensory processing needs - Gross motor skills and mobility - Difficulty moving around school - Difficulty managing own physical and self-care needs independently - Visual fatigue - Colour perception difficulties - Difficulty accessing standard classroom equipment - Risk of isolation - Inability to respond to smoke/fire alarm	- Reduce background noise to improve acoustic environment - Access to visual cues - Modified resources (e.g. large print) - Preferential seating and position of teacher - Uncluttered and well organised learning environment with good lighting - Curriculum reflects disability awareness - Fine motor skills activities - Daily handwriting practice - PE lessons	- Sensory circuits intervention 1st move - a gross and fine motor intervention - Use of fidget toys, resistance bands on chairs, ear defenders, wobble cushions - Exam access arrangements e.g. practical assistance, additional time, modified & enlarged papers, scribe, modified language papers, quiet environment, oral language modifiers - Systems in place to support individuals with mobility needs for fire alarms - Use of the sensory room - Small group adult support in the lunch hall - Wearing high visibility jacket during unstructured times	- Input from NHS occupational therapist and/or physiotherapist - Health Care Plan in place - Teacher of the Deaf intervention - Access Through Technology referral - Specialised equipment

EAL English as an Additional Language

Classroom support strategies

Classroom organisation / resources

- o Visual timetable provided and updated regularly
- o Evidence of pupils' first language displayed in the classroom
- o First language resources available to be used independently (bi-lingual dictionaries / Google Translate on a tablet / bilingual books)
- o Communication fans or similar are provided to allow pupil to express needs and emotions
- o EAL pupils seated at the front of the class so teacher can make eye contact and check understanding.
- o EAL pupils are put into middle/top sets initially, until their cognitive level is established

Peer / staff support

- o Encouragement and praise are given, especially for independent effort
- o LSA support for EAL pupil where possible
- o A buddy system is used to support playtimes / breaks / lunches and transitions
- o Pupils sit with peers who model good English and can act as a 'talk-partners'
- o Staff support is readily available if needed, but independent work is encouraged and facilitated

Use of first language

- o Pupils encouraged to research topics and complete tasks in first language
- o Pupil can translate this using Google Translate to demonstrate their ability/learning

Speaking and understanding

- o Staff speak slowly and clearly, using gestures and visuals. Idiomatic language is avoided
- o Teacher checks for understanding of tasks / instructions / homework
- o Appropriate questions are used to ensure EAL pupils can participate/answer
- o Pupils have opportunities to discuss ideas orally before approaching a writing task (collaborative learning, paired work)

Reading and writing

- o Key vocabulary pre-taught and/or provided on word mats / cards / glossaries / whiteboard in lesson
- o Writing tasks are scaffolded with:
 - o key words
 - o visual support
 - o bi-lingual dictionaries
 - o writing frames
 - o sentences starters
 - o oral rehearsal
 - o graphic organisers
 - o sequencing cards
- o Writing tasks offer appropriate cognitive challenge (they are not just labelling and copying tasks)
- o Appropriate/simplified readers are provided.
- o Time is given to 1:1 reading
- o Specific vocabulary building activities are provided for EAL pupils (peer helps to uplevel vocab. / class explanation of new words / class chorusing)
- o Marking of written work is used as an opportunity to correct grammatical errors and recommend new vocabulary options
- o Homework is appropriate to the pupils' ability and takes account of language support available at home