



Appendix 1



What kinds of special educational needs does the school provide for?

We are a primary school and we admit pupils aged 3 to 11 years. We are an inclusive school. This means we provide for children with all types of special educational needs. The areas of need that are described in the SEND Code of Practice are listed below with strategies and support available in our school.

School entitlement offer to pupils with additional needs	
Type of SEN for which provision is made at the school	Type of support
<p>Communication and interaction - this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.</p>	<ul style="list-style-type: none"> • Use of child friendly pupil profiles and needs-based plans (provision maps) involving pupils, parents and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources • Visual timetables • Areas of low distraction • Support/supervision at unstructured times of the day. • Social skills programmes/support including strategies to enhance self-esteem. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. • ICT is used to reduce barriers to learning where possible. • Strategies/programmes to support speech and language development. • Strategies and sensory resources to reduce anxiety/promote emotional wellbeing. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and appropriate social & emotional support. • Fully qualified/trained SENCO who can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. • Practitioners are trained to specifically support children with different needs. • Support is offered to families from the school SENDCo and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
<p>Cognition and learning - this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties</p>	<ul style="list-style-type: none"> • Use of child friendly pupil profiles and needs-based plans (provision maps) involving pupils, parents and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources. • Strategies to promote/develop literacy and numeracy/memory. • Provision to support access to the curriculum and to develop independent learning.



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<p>(PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.</p>	<ul style="list-style-type: none"> • Small group targeted intervention programmes and 1:1 intensive interventions are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and appropriate social and emotional support. • Fully qualified/trained SENCO who can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. • Behaviour and anti-bullying policies are evaluated on a regular basis. • Support is offered to families from the school SENDCO and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
<p>Behavioural, Social, emotional and mental health difficulties – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.</p>	<ul style="list-style-type: none"> • The school ethos values all pupils. • Positive behaviour strategies are used within the classroom and as part of the whole school behaviour Policy • The schools behaviour policy identifies where reasonable adjustments/changes can be made to ensure the need for exclusion is kept to a minimum. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Small group and or 1:1 targeted programmes are delivered to pupils to improve social skills and emotional resilience. • Outdoor play and learning (OPAL) is used to offer a different approach to the curriculum, which supports children with social, emotional and behavioural needs. • Access to information and support is available within school for behavioural, emotional and social needs. • Support is offered to families from the school SENDCo and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer. • Good links with local services; CYPS, Parent Partnerships and the emotional wellbeing and behaviour support teams.
<p>Sensory and/or physical needs – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory</p>	<ul style="list-style-type: none"> • Advice and guidance from the Local Authorities Low Incidence Needs Team (LINT) is sought and acted upon to ensure barriers to success are reduced or removed. • ICT is used to increase access to the curriculum. • Provision to support access to the curriculum and to develop independent learning.



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impairment (MSI) and physical disability (PD).	<ul style="list-style-type: none">• Support staff are placed where needed throughout the school to ensure pupil progress, independence and appropriate social and emotional support.• Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs.• Access to Medical Interventions and health care plans, devised by school nurse in conjunction with other medical professionals and parents.• Access to strategies/programmes to support Occupational Therapy/Physiotherapy.• Support with personal care if and when needed.• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.• Staff understand and apply the medicine administration policy.• The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.• The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.• Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.• All entrances to the school are wheelchair accessible.• The school has disabled toilets/facilities.
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Children and young people with any of these needs can be included with our school community. Whilst these four categories broadly identify the primary areas of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational needs.

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. Prior to starting school, parents or carers of children with an EHC or pending EHC will be invited to discuss the provision that can be made to meet their identified needs.