



Successful Learners;
Success for Life



Contents

1. [What is the SEND information report?](#)
2. [Meet the team?](#)
3. [What should I do if I think my child may have special educational needs?](#)
4. [How does the school know if children need additional help and support?](#)
5. [How will I know how my child is doing and how I can support my child's learning at home?](#)
6. [How do you involve my child in their learning?](#)
7. [What support is available to my child?](#)
8. [Who will support my child's progress?](#)





Successful Learners;
Success for Life



Contents continued...

9. [How will the teaching be adapted for my child with SEND?](#)
10. [How will I know my child is making progress?](#)
11. [How is extra support allocated to children?](#)
12. [What support will there be for my child's overall wellbeing?](#)
13. [How will my child be included in activities outside the classroom including school trips?](#)
14. [What happens when my child changes class/leaves St. Andrew's?](#)
15. [Working with outside agencies](#)
16. [Helpful websites](#)
17. [Glossary](#)





1. What is the SEND information report?

St. Andrew's SEND information report sets out what we provide for children and young people with special educational needs and/or disabilities (SEND) throughout their time with us. It explains how we support them on to the next stage of their education. Our SEND policy gives more detail about our day to day procedures.

You will find an explanation about the words with an asterisk* in our [Glossary](#).

Worcestershire Local Authority* also publishes on its website a [Local Offer](#)* – setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It explains the procedures for requesting an assessment for an Education Health and Care Plan ([EHCP](#))*. You will also find information about:

- where to go for advice and guidance on SEN and Disability matters
- leisure activities for children with SEND
- arrangements for resolving disagreements and [mediation](#)*

[Back to Contents page](#)





Successful Learners;
Success for Life



2. Meet the team



Headteacher
Mr Turvey



SENDCo
Miss Handley



Early Years
SENDCo
Mrs Heydon



Pastoral Lead
Mrs Boers



Pastoral Lead
Mrs Bayliss



Behaviour support
Mrs Taylor

Governor for SEND
Mrs Julie Westlake

Please contact the school office if you would like to make an appointment with any of the named people
office@st-andrews.worcs.sch.uk

If you have concerns about your child's needs, it is best to make a meeting time with the class teacher first.

[Back to Contents page](#)





Successful Learners;
Success for Life



3. What should I do if I think my child may have Special Educational Needs?

The 'SEND Code of Practice' 2014 states that there are four main areas which cover Special Educational Needs. Children may have difficulties that fit clearly into these areas, however there may be children that have difficulties across two or more areas.

Behavioural difficulties do not necessarily mean that a young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

There are 4 broad areas of SEND:

1. [Communication and Interaction](#)*
2. [Cognition and Learning](#)*
3. [Social, emotional and mental health](#)*
4. [Sensory and/or physical](#)*

If you think your child may have a special educational need and requires additional support, please discuss your concerns with the class teacher in the first instance.





3. What should I do if I think my child may have Special Educational Needs? Continued...

1. Communication and Interaction

A child may have a delay or disorder in one or more of the following:

- Attention/Interaction Skills
- Understanding/Receptive Language
- Speech/Expressive Language
- Autistic Spectrum Disorder

To see provision click [here](#).

2. Cognition and Learning

A child may have a significant difficulty, delay or disorder affecting the skills needed for effective learning. This can include:

- Moderate Learning Difficulties
- Specific Learning Difficulties (including [dyslexia](#)*, [dyscalculia](#)* or [dyspraxia](#)*)
- Memory and Reasoning
- Problem Solving and Concept Development Skills

To see provision click [here](#).





3. What should I do if I think my child may have Special Educational Needs? Continued...

3. Social, mental and emotional health

A child may have difficulties with their social and emotional development which may include:

- Depression
- Anxiety
- Attachment disorders

To see provision click [here](#).

4. Sensory and/or physical

A child may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration, which may include:

- Physical
- Medical
- Visual
- Hearing

To see provision click [here](#).

[Back to Contents page](#)





4. How does the school know if children need additional help and support?

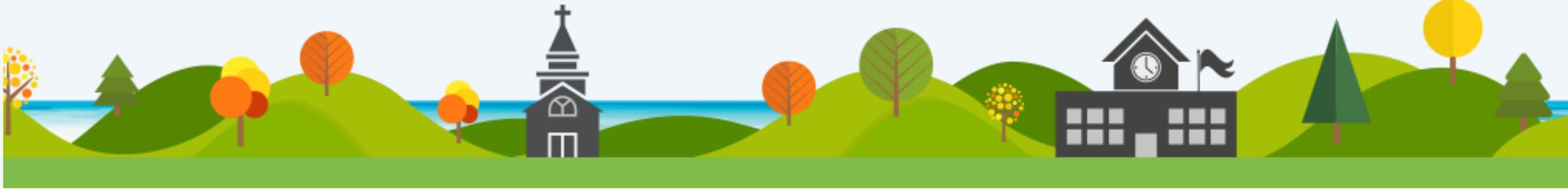
Children are identified as having SEND when their progress has slowed or stopped and children are working significantly below what is expected for their age in the curriculum or social development. This can be identified through a variety of ways including:

- concerns raised by parents/carers, teachers or the child
- liaison with previous school or setting
- limited progress being made and performance significantly below age expected levels
- health diagnosis
- liaison with external agencies and professionals
- termly progress meetings and progress tracking by class teachers and [SENDCo](#)*





Successful Learners;
Success for Life



4. How does the school know if children need additional help and support? Continued...

Pupil progress meetings are held termly between Senior Leadership and class teachers to review children's progress and determine key priority groups for intervention in the next half term.

The level of support your child receives will depend on their needs.

The [SENDCo](#)* will closely monitor provision and progress of children requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure continual progress. At St. Andrew's we have Teaching Assistants ([TAs](#))* working within the classes, supporting small groups or, occasionally, individuals.

We follow the '[Graduated Approach](#)'* for supporting children with SEND. Through the 'assess, plan, do review' cycle we ensure we are identifying the best way of meeting the needs of our learners to allow for progress to be made from their starting points.





Successful Learners;
Success for Life



4. How does the school know if children need additional help and support? Continued...

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a referral form and/or an Individual Provision Map and will form the basis for termly review meetings, which could involve Parent/Teacher Consultations and Children/Staff conversations.

Do – providing the support for learning or learning aids in order for the child to make progress – as set out in the Individual [Provision Map](#)*.

Review – involves measuring the impact of support provided and considering whether changes to that support need to be made. All of those involve the contributions from the learner, their parents/carer, teacher and [SENDCo](#)*. This stage then informs the next cycle, if necessary.





Successful Learners;
Success for Life



4. How does the school know if children need additional help and support? Continued...

If throughout this process, it is determined that a child has a Special Education Need (in consultation with parents), children will be placed on the schools [SEND register](#)* and will receive SEND support. If a child continues to require significant individualised support then an Education Health Care Plan may be requested. There are two levels of SEND:

- SEN support
- Educational Health and Care Plan ([EHCP](#))*

SEN Support

If a child is identified as having Special Educational Needs, you will be advised by the class teacher and invited to a meeting with the class teacher termly to agree targets. These targets will form part of an IPM (Individual [Provision Map](#)*) and will include details of the intervention and arrangements needed to support participation and progress. IPMs are reviewed regularly and decisions made on how much progress has been made, what new targets are needed and what additional provision children need.

If a child doesn't have specific targets but needs support to access their learning, they will have a 'My Plan' detailing what is needed to help them.

Education Health Care Plan (EHCP)

Some children are supported in mainstream schools with an [EHCP](#)*. EHCPs give details of specific individual provision which may include a higher level of support and/or specialist intervention, which cannot reasonably be provided from resources already within school. EHCP are reviewed annually with parents and external agencies, if appropriate.

[Back to Contents page](#)





Successful Learners;
Success for Life



5. How will I know how my child is doing and how I can support my child's learning at home?

At St. Andrew's we believe it is vital that parents work closely with the school in order for their child to achieve their learning potential.

Parents will be invited to attend meetings to discuss their child's progress. These meetings will give you the opportunity to view your child's Individual [Provision Map](#)* and discuss the progress towards targets.

If we feel that a referral to an outside agency is required to support your child's need, we will discuss this with you before making a referral. Outside agencies will observe and may work alongside your child in school and then report on any additional strategies and support that can be implemented. A copy of this report will be sent home and discussed with you.

Copies of your child's Individual Provision Maps will be sent home termly detailing their targets and the support and strategies being used within school to enable them to achieve their next steps.

Throughout the year, we endeavour for each Key Stage to hold 'Link & Learn Workshops'. This is a practical and fun opportunity to discover what your child has been learning about, as well as giving you key strategies to trial at home.

[Back to Contents page](#)





Successful Learners;
Success for Life



6. How do you involve my child in their learning?

At St. Andrew's we believe that it is important to involve children in their learning and value their views and ideas.

Children who require additional support will have an Individual [Provision Map](#)*. Teaching assistants ([TAs](#))* running specific interventions will discuss, with children, their targets and the provision that will allow the targets to be achieved. Children are encouraged to take an active role in their learning and access a wide range of resources to support their learning.

During Annual Reviews of Education Health Care Plans ([EHCP](#))*, children are asked to contribute about their learning and school experiences.

Throughout the academic year, pupils' views are sought regarding a range of key areas including their learning.

[Back to Contents page](#)





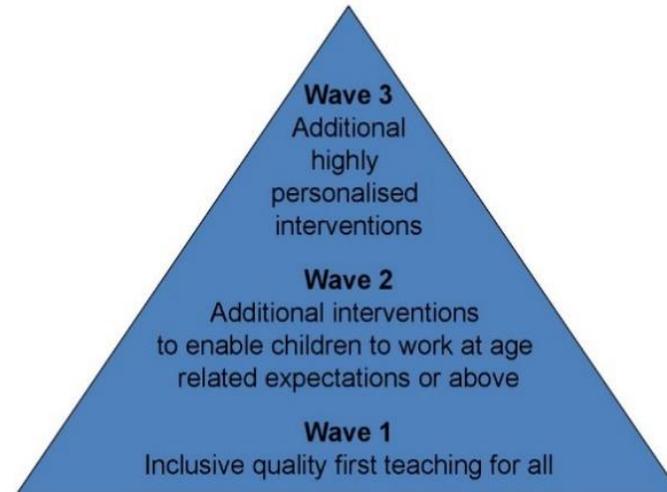
Successful Learners;
Success for Life



7. What support is available to my child?

At St. Andrew's we ensure that our teaching and learning for all pupils reflects the Local Authority's '[Local Offer](#)'* document that describes the entitlement of all pupils, no matter what school they attend across Worcestershire. The 'Waves of Intervention' model describes how different levels of intervention are used to support children at St. Andrew's.

Waves of intervention model





7. What support is available to my child? Continued...

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing adapted work and creating an inclusive learning environment.

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

[Back to Contents page](#)





8. Who will support my child's progress?

Class teachers	Each class teacher is responsible for: Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support. Applying the school's SEND policy.
SENDCo *	The school's SENDCo is responsible for: Coordinating provision for children with SEND and developing the school's SEND policy. Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties. Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. Ensuring that parents are: Involved in supporting their child's learning and access. Kept informed about the range and level of support offered to their child. Included in reviewing how their child is doing. Consulted about planning successful movement (transition) to a new class or school.
Head Teacher	The Head teacher is responsible for: The day to day management of all aspects of the school, including the provision made for pupils with SEND.
SEND Governor	The SEND Governor is responsible for: Supporting school to evaluate and develop quality support and the impact of provision for pupils with SEND across the school.





9. How will the teaching be adapted for my child with SEND?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Learning is planned so that it is matched to each child's stage and level of development. Daily planning takes into account individual pupil's needs and requirements. Learning is adapted in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning with increasing independence. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all and to provide good role models.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills.

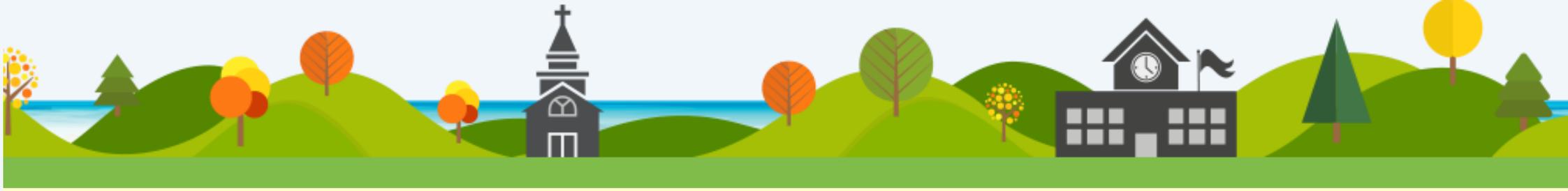
An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

[Back to Contents page](#)





Successful Learners;
Success for Life



10. How will I know my child is making progress?

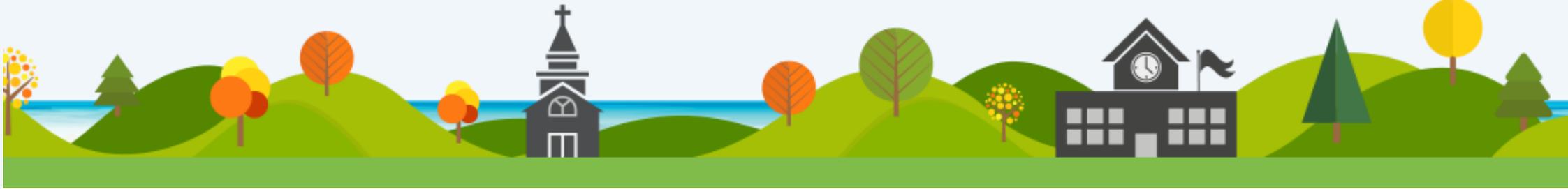
Your child's progress will be continually monitored by his/her class teacher. Their progress will be reviewed formally every term in reading, writing and Maths during pupil progress meetings.

In [EYFS](#)* children's progress is tracked using Development Matters and the early support tracking document. Children are then assessed at the end of Reception against the Early Learning Foundation Stage Profile. Children are assessed using WellComm as they enter Nursery and Reception class and then retested at the end of the year, and their progress measured.

Termly, children in Years 2-5 complete PiXL assessments to assess their learning in Reading and Maths, this is benchmarked Nationally. Children's progress for other subjects are tracked on in-house systems.

In Year 1 children take the Phonics screening in the Summer Term and in Year 4, the children also complete a Multiplication Tables Check (MTC) in the Summer Term.





10. How will I know my child is making progress? Continued....

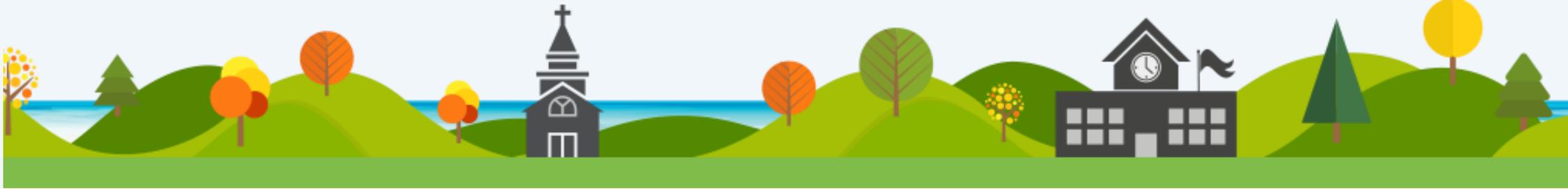
Regular book looks and learning walks will be carried out by the [SENDCo](#)* and other members of the Senior Leadership Team to ensure that the needs of **all** children are met and that the quality of teaching and learning is high.

Individual [Provision Maps](#)* are reviewed regularly by the class teacher and parents are kept informed with the progress their child is making termly. This is an ongoing process throughout the academic year. When children participate in an intervention, they are assessed at the beginning and end of the intervention to show the impact it has had on individual children's' learning.

The progress of children with an [EHCP](#)* will be formally reviewed at an Annual Review with all adults involved with the child's education.

[Back to Contents page](#)





11. How is extra support allocated to children?

The school budget, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Head Teacher and the [SENDCo](#)* discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

From this information, they decide what resources/training and support is needed.

[Back to Contents page](#)





Successful Learners;
Success for Life



12. What support will there be for my child's overall wellbeing?

We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. Staff have received Attachment training to support vulnerable learners. Here at St. Andrew's we have developed our own 'Core values' that are embedded into all aspects of school life: Respect, Perseverance & Friendship.

All staff at St. Andrew's appreciate the importance of young people having high self-esteem and other appropriate social and emotional skills. Children need to achieve positive wellbeing to be in a position to maximise learning opportunities. A child's wellbeing is supported at different levels and in a variety of ways:

- Whole school Dojo point system
- Restorative approach to dealing with conflict and resolution
- PSHE/circle times
- Pupil parliament
- Eco council
- House Captains
- Celebration assemblies
- Access to The Orchard
- Motional





Successful Learners;
Success for Life



12. What support will there be for my child's overall wellbeing? Continued...

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher can liaise with the [SENDCo](#)* for further advice and support. This may involve working alongside outside agencies such as Health and [Social Services](#)*, Positive Behaviour Team and/or [Educational Psychologist](#)*.

Behaviour

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties, a Pastoral Support Plan ([PSP](#))* is written alongside the child and parents to identify the specific difficulties, put relevant support in place and set targets.

At St. Andrew's, incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development.





12. What support will there be for my child's overall wellbeing? Continued...

For pupils with medical needs:

- A detailed Health Plan, compiled with support from the [school nurse](#)* and/or other medical professionals in consultation with parents/guardians may be written. These are discussed with all staff who are involved with the child.
- Staff may receive specialist training delivered by the school nurse and/or other professionals.

Attendance and punctuality

Attendance of every child is closely monitored by the Senior Leadership Team (SLT) and our Education Welfare Officer. Attendance and punctuality are actively encouraged throughout the school.

[Back to Contents page](#)





13. How will my child be included in activities outside the classroom including school trips?

All school trips require a Risk assessment. For children with significant needs, they may require an individual risk assessment involving parents to ensure that they are able to take part in the trip successfully.

During lunch times, children can choose different areas and activities for example quiet areas in the library or games outside on the playground and field by lunch time supervisors. There is access to The Orchard for any children that struggle to eat within the lunch hall or need extra support with friendships and playing.

All children can access a range of after school clubs that can be found on the school's newsletter and on Parent Pay.

[Back to Contents page](#)





Successful Learners;
Success for Life



14. What happens when my child changes class/leaves St. Andrew's?

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition by:

When entering [EYFS](#)*

- Parents are offered home visits from EYFS staff.
- Parents and children are invited to 'Stay and play' mornings before entering EYFS (Nursery and Reception)
- Professional conversations take place between settings to get to know the children
- Extra transition can be arranged if required.

When Transferring from [KS1](#)* to [KS2](#)*:

- During the Summer term a timetable of visits and class swaps allows all children to meet their new teacher and spend time in their new classroom.
- Class teachers meet and swap classes to enhance their knowledge of the children.
- Class teachers create transition booklets for children to look at over the summer to remind them of their new classroom and teacher. These are on Class Dojo and printed if required.





Successful Learners;
Success for Life



14. What happens when my child changes class/leaves St. Andrew's? continued...

When moving to another school:

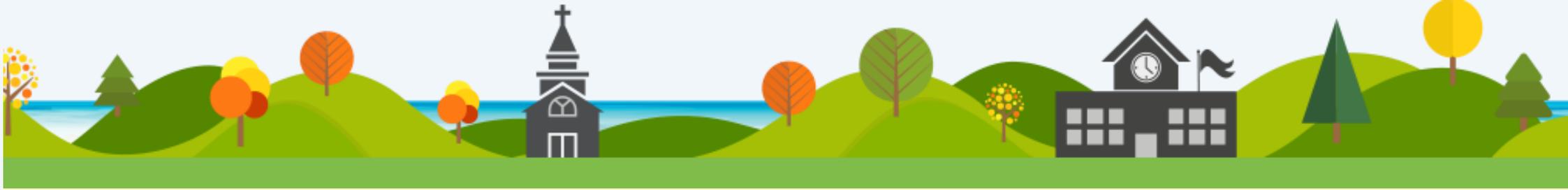
- Professional conversations take place between settings to get to know the children
- We will contact the School [SENDCo](#)* and share information about special arrangements and support that has been put in place to help your child achieve their learning goals
- We will ensure that all records are passed on as soon as possible
- Middle schools will often send staff to meet children and get to know them, so they have a familiar face when they arrive at their new school

[Back to Contents page](#)





Successful Learners;
Success for Life



15. Working with outside agencies

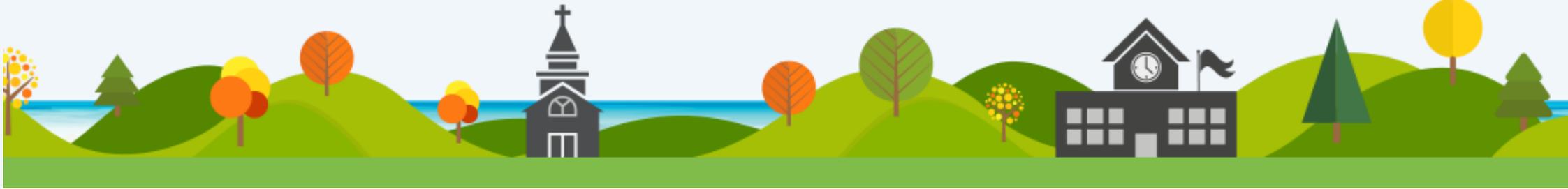
St. Andrew's works in a collaborative partnership with many different agencies. This means that your child may receive specialist and targeted support to meet their needs both in and out of school. The class teacher and/or [SENDCo](#)* will discuss this with you and will gain your consent before any referrals are made.

We hold regular meetings with Outside agencies to monitor the support put in place, review the progress that has been made and make any changes to the provision already in place.





Successful Learners;
Success for Life



15. Working with outside agencies continued...

Listed below are some of the outside agencies with whom we work collaboratively:

- Child and Adolescent Mental Health Service ([CAMHS](#))*
- Visual Impairment Service
- Educational Psychologists ([EPs](#))*
- Hearing Impairment Service
- Speech and Language Team ([SALT](#))*
- Positive Behaviour Team (PBT)
- Perryfield's Pupil Referral Unit (PRU)
- [CCN Team](#)*
- Physiotherapist
- Occupational Therapist ([OT](#))*
- Paediatricians
- [School Nurse](#)*
- Family Support Worker
- Early Years inclusion team

[Back to Contents page](#)





Successful Learners;
Success for Life



16. Helpful websites

SEND Local offer

<http://www.worcestershire.gov.uk/sendlocaloffer>

SEND Graduated Response

<https://www.worcestershire.gov.uk/council-services/childrens-services/send-local-offer/education-schools-and-colleges-send/send-1#:~:text=What%20is%20the%20SEND%20Graduated,and%20carers%20and%20young%20people>

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

British Dyslexia Association UK

<https://www.bdadyslexia.org.uk/>





Successful Learners;
Success for Life



16. Helpful websites continued...

Dyscalculia

<https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/dyscalculia-and-maths-difficulties>

Dyspraxia

<http://dyspraxiafoundation.org.uk>

Autism Trust UK

<https://www.theautismtrust.org.uk/>

SENDIASS

<https://www.kids.org.uk/sendiaass>

[Back to Contents page](#)





Successful Learners;
Success for Life



Glossary

Attention deficit hyperactivity disorder (*ADHD*)

A behavioural disorder that includes symptoms such as inattentiveness, hyperactivity and impulsiveness. Symptoms of *ADHD* tend to be noticed at an early age and may become more noticeable when a child's circumstances change, such as when they start school.

Autistic Spectrum Disorder (*ASD*)

A term used to describe a number of symptoms and behaviours which affect the way in which a group of people understand and react to the world around them. It's an umbrella term which includes autism, Asperger syndrome and pervasive developmental disorders.

CCN Team

The Autism/ Complex Communication Needs team are qualified specialist teachers and specialist practitioners with vast experience of addressing the needs of children and young people on the autism spectrum from early years to higher education.

Child and Adolescent Health Service - CAMHS

Supporting the emotional and personal development of students





Successful Learners;
Success for Life



Glossary

Cognition and Learning

Characterised by difficulties in thinking, attention and concentration skills – dyslexia, learning difficulties etc.

Communication and Interaction

Characterised by difficulties in being able to understand and/or express yourself. Can also be difficulties in interacting with other people – Autism, speech and language difficulties etc.

Dyscalculia

Severe difficulty in making arithmetical calculations, as a result of brain disorder.

Dyslexia

A general term for disorders that involve difficulty in learning to read or interpret words, letters, and other symbols, but that do not affect general intelligence.





Successful Learners;
Success for Life



Glossary

Dyspraxia

A developmental disorder of the brain in childhood causing difficulty in activities requiring coordination and movement.

Educational Psychologists

A professional who supports, monitors and thinks with the school, assesses and identifies children's needs.

Education Health and Care Plan (EHCP)

It outlines any special educational needs a child has, and the provision a local authority must put in place to help them. It stays with them until they are 25 and reviewed annually.

English as an additional language (EAL)

Someone whose first language at home is not English.





Successful Learners;
Success for Life



Glossary

Early Years and Foundation Stage – EYFS

Nursery and Reception classes

Fetal Alcohol Spectrum Disorders (FASD)

Is an umbrella term describing the range of effects that can occur in an individual whose mother drank alcohol during pregnancy. These effects may include physical, mental, behavioural, and/or learning disabilities with possible lifelong implications.

Graduated Approach/Response

A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs.

Health visitor/school nurse

Health Professional who monitors, supports and gives advice to families and schools on all aspects of children's well-being and health needs.





Successful Learners;
Success for Life



Glossary

Key stage 1 – KS1

Years 1 and 2

Key Stage 2 – KS2

Years 3 to Year 6

Local Offer

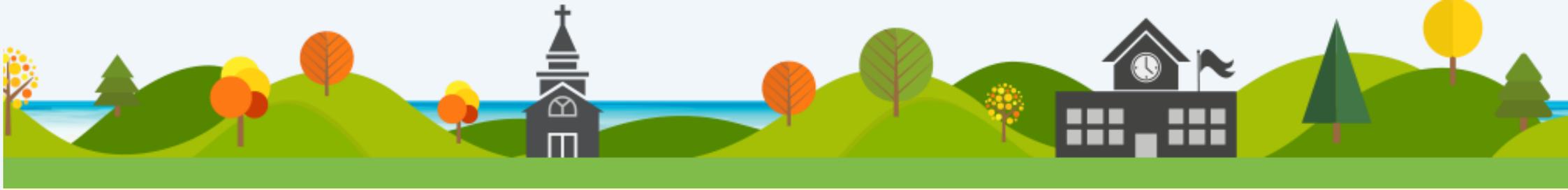
Local authorities are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

<http://www.worcestershire.gov.uk/sendlocaloffer>





Successful Learners;
Success for Life



Glossary

Mediation

This is a statutory service commissioned by local authorities which is designed to help settle disagreements between parents or young people and local authorities over EHC needs assessments and plans and which parents and young people can use before deciding whether to appeal to the First-Tier Tribunal about decisions on assessment or the special educational element of a plan. Mediation can cover any one or all three elements of an EHC plan and must be offered to the parent or young person when the final plan is issued, but they are not able to appeal to the Tribunal about the health and social care aspects of the plan.

Occupational Therapists

Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with functional, motor or sensory needs.

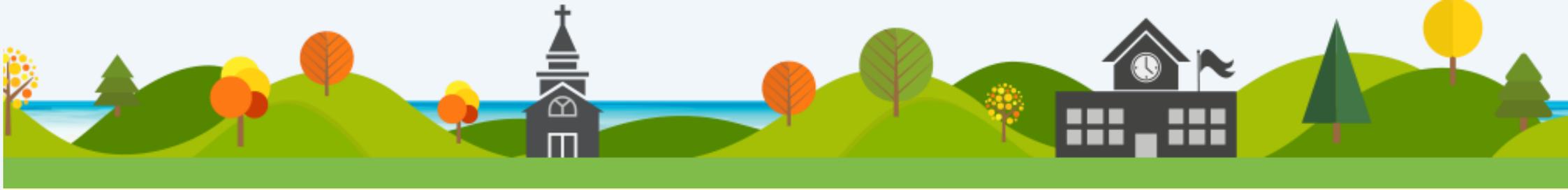
Pastoral Support Plan

A Pastoral Support Plan (PSP) is a school based programme which is to help a child to improve their social, emotional and behavioural skills. The PSP will identify precise and specific targets for the child to work towards and should include the child and parents in the drafting process.





Successful Learners;
Success for Life



Glossary

Provision Map

A list of provision and support beyond the classroom to remove barriers and accelerate progress and well-being.

SENDCo

Special Educational Needs and Disabilities Co-ordinator

SEND Register

Special Educational Needs List of children, so the school continually hold them in mind.

SEND Policy

The document that reflects the statutory requirements of special educational needs and how the actual practice of the school meets them.





Successful Learners;
Success for Life



Glossary

Sensory and/or Physical Needs

Characterised by impairment in some aspect of physical functioning or difficulty in sensory processing compared to 'normal' sensory profile – hearing impaired, vision impaired, sensory impairment, cerebral palsy etc.

Social, Emotional, and Mental Health Difficulties

Characterised by problems with regulation of emotion, social skills – ADHD etc.

Social Services

Services that support the child and the family accessing the correct services and safeguard children.

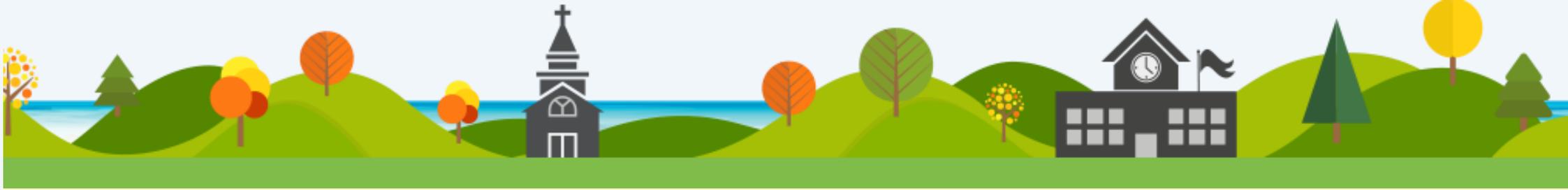
Speech and language therapists

Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with communication, social, language needs.





Successful Learners;
Success for Life



Glossary

Teaching Assistant (TAs)

Additional adults who support the learning process, social behaviour and needs of children.

Umbrella Pathway (Neuro-Developmental Assessment)

The Umbrella Pathway has been developed to provide an assessment, process for all children and young people presenting with neuro-developmental disorders which may be due to Autism Spectrum conditions (not ADHD).

Visual Timetable

A timetable showing the days events/lessons in pictorial or photograph form for children who struggles with sequencing their day and/or have difficulties with communication and/or reading

[Back to Contents page](#)



Communication and interaction

<p style="text-align: center;"><u>Wave 1</u> (Quality inclusive teaching for all children)</p>	<p style="text-align: center;"><u>Wave 2</u> (Specific, additional interventions for some children)</p>	<p style="text-align: center;"><u>Wave 3</u> (Targeted support)</p>
<ul style="list-style-type: none"> • All teaching staff have received Speech and Language training • Adapted curriculum planning, activities, delivery and outcome. E.g. simplified language, short simple instructions • Clear success criteria and learning outcomes displayed • Visual timetables • Structured school and class routines. • Opportunities for oral rehearsal (partnered/group) • WellComm - Receptive screening programme (Reception & Nursery children only) • Access to talking tins • Use of a variety of different ways for pupils to respond in class other than oral responses to show their thinking • Inclusive questioning • Give cues/gesture/re-phrase if instruction or concept is not understood • Extend vocabulary through SaLT training • Use of ICT to record including green screen films and book creator • Working walls – English and Maths • Good listening visual displayed and used in each classroom • Increased modelling through 'my turn, your turn' or 'I do, We do, You do' 	<ul style="list-style-type: none"> • Individual Provision Maps / My Plans • Speech and Language intervention groups (seeking guidance and support from Speech and Language therapist) • Talking Partners • 'Listening skills' interventions delivered by specialist speech and language TA. • Pre –teaching of specific topic vocabulary • Individual timetable/ now and next board • Task management boards • Social stories • Comic book conversations • Attention Bucket / Attention Autism • Tap-it box • Workbox 	<ul style="list-style-type: none"> • 1:1 speech and language support • Individualised work stations • EHCP if required • SALT support to implement recommendations and advice

Cognition and Learning

<p style="text-align: center;"><u>Wave 1</u> (Quality inclusive teaching for all children)</p>	<p style="text-align: center;"><u>Wave 2</u> (Specific, additional interventions for some children)</p>	<p style="text-align: center;"><u>Wave 3</u> (Targeted support)</p>
<ul style="list-style-type: none"> • Adapted curriculum planning, activities, delivery and outcome • Effective feedback • Multi-sensory approaches • Use of practical and real life examples • Visual timetables • Pre-teaching of specific concepts/vocabulary • Use of writing frames • Key vocabulary lists/word mats • Additional thinking/processing time • Use of ICT programmes – Times table rockstars • Working walls • Access to a range of concrete apparatus e.g Base 10, counters • Use of equipment such as number squares/number lines/tens frames/base 10/value counters • Build on and consolidate understanding of basic concepts • Whole class/small group teaching • Use of a Laptop or talking tins for other ways of recording ideas • Staff have received training on literacy difficulties from an Educational psychologist • Use of coloured background especially when using the whiteboard (making sure it is not white to prevent glare) 	<ul style="list-style-type: none"> • English Intervention including: • Phonics interventions • Precision teaching • Basic sentence structure intervention • Colour overlays • Writing slopes • Numeracy interventions • Individual Provision Map / My Plans 	<ul style="list-style-type: none"> • Adapted/personalised curriculum for children who have an EHCP • Educational Psychologist support and guidance • Extra adult support • Application for an Education Health Care Plan

Social, Mental and Emotional Health

<p style="text-align: center;"><u>Wave 1</u> (<u>Quality inclusive teaching for all children</u>)</p>	<p style="text-align: center;"><u>Wave 2</u> (<u>Specific, additional interventions for some children</u>)</p>	<p style="text-align: center;"><u>Wave 3</u> (<u>Targeted support</u>)</p>
<ul style="list-style-type: none"> • Whole school behaviour policy • Whole school/class rules including Dojos, stickers • Class/School reward systems including Dojo points • Celebration assembly • PSHE - Circle times & use of Jigsaw programme • Different activities/ areas available during lunchtimes supported by Pastoral Team/lunch staff • Restorative approach to dealing with behaviours and solutions • Growth mindset- whole school approach • Attachment training for all staff • Emotion Coaching • Zones of Regulation 	<ul style="list-style-type: none"> • Pastoral support and access to The Orchard • Friendship groups • 'Catch me charts' • Additional 'Transition' for Yr 5 pupils moving to high school • Additional transition support for children within school moving year groups • ABCC Behaviour Logs / Charts • Social stories • Comic strip conversations • Individual Provision Maps / My Plans • Pastoral Support Plan (PSP) • Well-being 'check ins' • Motional intervention 	<ul style="list-style-type: none"> • 'Calming area' bespoke for child • Motional sessions • Access to The Orchard • Additional adult support • Referral to CAMHS (Child and Adolescent Mental Health Services) or CAMHS CAST (Consultation, Advice, Supervision and Training) • Support from PBT (Positive Behaviour Team) • Support from Perryfield's PRU • Support from Educational Psychologist • Application for an Educational Health Care Plan

Sensory and Physical needs

<p style="text-align: center;"><u>Wave 1</u> (<u>Quality inclusive teaching for all children</u>)</p>	<p style="text-align: center;"><u>Wave 2</u> (<u>Specific, additional interventions for some children</u>)</p>	<p style="text-align: center;"><u>Wave 3</u> (<u>Targeted support</u>)</p>
<ul style="list-style-type: none"> • ICT is used to increase access to the curriculum where appropriate. • Wide range of sports activities (including gymnastics and swimming) • Alternative ways of recording – including flow charts, mind mapping, use of ICT • Variety of writing equipment in each classroom e.g. rulers, pencils, scissors (regular, left-handing, spring loaded), pens, pencil grips, writing slope • Use of coloured background especially when using the whiteboard (making sure it is not white to prevent glare) 	<ul style="list-style-type: none"> • Children have access to writing slopes • Pencil grips • Rocket pens/pencil • Move and sit cushions • Wobble stools • Workstation screens • Ear defenders • Individual Provision Map / My Plan 	<ul style="list-style-type: none"> • Physiotherapy programmes followed when recommended • Occupational Therapist support and recommendations implemented from reports • Additional adult support • Individual support for toileting (as appropriate) • Modified equipment as recommended by specialists • Application for an Educational Health Care Plan • Support from Educational Psychologists