



Knowleswood Primary School SEND Local Offer 2018/19

A Summary of Provision for children and young people with special educational needs or disabilities (SEND) at Knowleswood Primary School

We are a fully inclusive primary school. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (Regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the [guidance from Bradford Metropolitan District Council's Children's Services for SEN](#). This is based on an Assess-Plan-Do-Review, 3 range structure.

If a child has a Statement of Special Educational Needs or Education, Health and Care Plan, then we provide the support detailed in their individual plan.

Primary Area of Need	Range 1	Range 2	Range 3
Autistic Spectrum Conditions	<p>Assessment</p> <ul style="list-style-type: none"> •Part of normal school and class assessments. Inclusion manager may be involved in more specific assessments and observations <p>Planning</p> <ul style="list-style-type: none"> •Normal curriculum plans include individual/group targets •Parents involved regularly and support targets at home •Pupil involved in setting and monitoring targets •Inclusion Manager and SEND Team support planning •Advice from ASC Team during our ASC Hubs <p>Grouping for Teaching</p> <ul style="list-style-type: none"> •Mainstream class with specific support for targets which involve communication and interaction •Opportunities for over-learning basic concepts and pre teaching within a small group or 1:1 •TAs planned in with groups and fully aware of pupil needs 	<p>As Range 1, plus...</p> <p>Assessment</p> <ul style="list-style-type: none"> •Use of more detailed NC assessment tools e.g. B Squared •Involvement of education and non-education professionals as appropriate •Support from our own ASC Hub <p>Planning</p> <ul style="list-style-type: none"> •Whole school understanding of pupil's needs •Curriculum plans reflect levels of achievement and includes focused individual targets, especially Speech and Language components and PSHCE •Additional steps taken to involve parents and pupil as appropriate <p>Grouping for Teaching</p> <ul style="list-style-type: none"> •Mainstream class based, but with some opportunity for small group and individual work to target specific needs involving communication and interaction •An individual table/area within the classroom may be helpful for independent working to offer opportunities for 1:1 support and opportunities for distraction free learning 	<p>As Range 2, plus...</p> <p>Assessment</p> <ul style="list-style-type: none"> •More specialised assessment tools. E.g. SCERTs, ABA, TEACCH. •Where appropriate staff and other agencies <p>Planning</p> <ul style="list-style-type: none"> •Consideration of more specialised planning frameworks. E.G SCERTS, ABA, TEACCH to prepare for the school day <p>Grouping for Teaching</p> <ul style="list-style-type: none"> •Mainstream class with some targeted 1:1 support •Support staff are trained and prepared with appropriate resources and strategies. •Opportunities for work outside the classroom when appropriate •The need for small group work and 1:1 to develop individual targets and introduce any new concepts

	<p>Human Resources and Staffing</p> <ul style="list-style-type: none"> •Flexible use of resources and staffing available in the classroom •Visual timetables in use in every classroom, visual aids around school •Support to promote social skills and interactions with peers and over-learning of basic concepts •Support with recording of work <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> •Flexibility will be needed in expectations to follow instructions/ record work •Instructions supported by visual and written aids, including key vocabulary •Preparation for any change and the need for clear routines •Reduction of complex language especially when receiving instructions 	<p>Human Resources and Staffing</p> <ul style="list-style-type: none"> •Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. This may also involve some modification to the environment (low stimulus; distraction-free) •Use of support to implement specific materials, approaches and resources as appropriate. E.g. Circle of Friends and Social Stories as needed •Support from other agencies as appropriate. E.g.. Autism Team (SEN Services), Hub schools, SALT We are a Hub <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> •Curriculum access will be facilitated by using a structured approach, which may involve: using visual systems or timetables; reducing language for instructions/ information giving •Teaching strategies should give consideration to difficulties with transfer of skills •Teaching approaches will take account of difficulties in the understanding of social rules and expectations within the classroom; slow processing of information and organisational issues 	<ul style="list-style-type: none"> •Access to a quiet area within or outside the classroom when needed <p>Human Resources and Staffing</p> <ul style="list-style-type: none"> •Range 3 pupils will have access to an individual time table and 1:1 support <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> •Curriculum access will be facilitated by using a structured approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom •One to one teaching for the introduction of new concepts and vocabulary and the reinforcement of classroom routines and expectations •Enhanced PSE teaching and social skills groups to ensure skills begin to be embedded
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Primary Area of Need	Range 1	Range 2	Range 3
Speech Language and Communication Needs	<p>Assessment</p> <ul style="list-style-type: none"> •Part of usual school and class assessments. Inclusion Manager may be involved in more specific assessment and observations. •Advice from our commissioned Speech and Language Therapist (SALT) <p>Planning</p> <ul style="list-style-type: none"> •Usual curriculum plans include individual/group targets. •Planning shows opportunities for some small group targeted talk and differentiated questions, talk partners are planned carefully •Parents involved regularly and support targets at home. •Pupils involved in setting and monitoring their targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> •Mainstream class with flexible grouping arrangements. •Opportunities for small group work based on identified need e.g. listening/ expressive language. 	<p>As Range 1, plus ...</p> <p>Assessment</p> <ul style="list-style-type: none"> • More detailed NC assessment tools e.g. B Squared /PIVATS. • Involvement of education and health professionals as appropriate. • Inclusion Manager can carry out specific initial assessments such as TALC and BPVS in order to inform school staff and SALT <p>Planning</p> <ul style="list-style-type: none"> •Curriculum planning reflects levels of achievement and includes individually focused targets, often provided by our SALT •Planning shows evidence of increased opportunities for targeted talk and some individually planned questions •Additional steps taken to engage pupil and parents as appropriate. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support. • Time limited programmes of small group work based on identified need. 	<p>As Range 2, plus...</p> <p>Assessment</p> <ul style="list-style-type: none"> • More systematic application of assessment tools. • Involvement of education and non-education professionals as appropriate. • Referral and advice from SALF (speech and language forum) schools • Ongoing intense SALT assessments <p>Planning</p> <ul style="list-style-type: none"> • Curriculum planning closely tracks levels of achievement and all targets are individualised, short term and specific. • There are targeted opportunities for talk and individually differentiated questions, shown on planning • Additional steps taken to engage pupil and parents as appropriate e.g. through ICAN materials, parent training or information sessions <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks. • Frequent opportunities for small group work based on identified need.

	<ul style="list-style-type: none"> • Time limited 1:1 programme based on specific need and any SALT programme as appropriate • Attention to position in the classroom and acoustics <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from Inclusion Manager and SEND Team. • Additional adults routinely used to support flexible groupings, differentiation and some 1:1. • Additional adults actively support pupils by modifying teacher talk and scaffolding responses during introduction and plenary. • 5 ELKLAN trained members of staff to support children and staff <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Increased differentiation by presentation and/or outcome e.g. visual aids, modelling responses, allowing time to answer • Simplify level/pace/amount of teacher talk. • High quality use of language modelled by all adults in school • Increased emphasis on identifying and teaching to preferred learning style. • Some use of specific group or 1:1 programmes for speaking and listening • Constant reinforced repetition of speech to model correct sounds and order of words • 10 second wait rule for verbal answers in order to allow for processing speed. 	<ul style="list-style-type: none"> • On going opportunities for 1:1 support focused on specific targets and any SALT programme as appropriate. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from Inclusion Manager and SEND Team, as well as advice from specialist teachers as appropriate. • Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal must include modelling of correct speech <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Increasingly individualised programme including modified tasks within an inclusive curriculum. • Modify level/pace/amount of teacher talk to pupils' identified need. • Teaching methods adapted to suit individual's identified learning style (eg VAK). • Opportunities for explanation, clarification and reinforcement of lesson content, language and vocabulary. • Individual targets within group programmes and/or 1:1 for speaking and listening. 	<ul style="list-style-type: none"> • Daily opportunities for 1:1 support focused on specific targets and any SALT programme as appropriate. • Speech therapy group sessions weekly with trained staff members <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate. • Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Tasks and presentation personalised to pupil's needs. • Individualised level/pace/amount of teacher talk. • Learning style determines teaching methods. • Emphasis on consolidation and lateral progress before introducing new skills. • Regular opportunities for explanation, clarification and reinforcement of lesson content, language and vocabulary. • Small steps targets within group programmes and/or 1:1 for speaking and listening.
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Primary Area of Need	Range 1	Range 2	Range 3
Moderate Learning Difficulties	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. e.g. LD Baseline, school tracker • Assessment carried out by Inclusion Manager if requested • Assessment for Learning opportunities <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include QFT strategies • Parents and children involved in monitoring and supporting their targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on identified need e.g. listening/thinking. 	<p>As Range 1, Plus...</p> <p>Assessment</p> <ul style="list-style-type: none"> • Inclusion Manager may be involved in more specific assessment and observations .e.g. B Squared /PIVATS specific screening tools • Inclusion Manager may seek advice from education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement; progress and is tracked via school tracking or CASPA. • Pupil and parents are involved as above <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with enhanced differentiation, regular targeted small group support. • Time limited programmes of small group work based on identified need. • Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. • Advice from Learning Difficulties Team / Educational Psychologist is reflected in targets. 	<p>As Range 2, Plus...</p> <p>Assessment</p> <ul style="list-style-type: none"> • Inclusion Manager takes advice from assessment by Learning Difficulties Team / Educational Psychologist and the involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plans and progress are closely monitored by CASPA or school tracker. • Targets are individualised, short term and specific. • Continued regular engagement of parents <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class, predominantly working on individual modified curriculum tasks. • Frequent opportunities for small group work based on identified need. • Daily opportunities for 1:1 support focused on specific individual targets. <p>Human Resources/Staffing</p>

	<p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from Inclusion Manager and SEND Team. • Additional adults routinely used to support • Flexible groupings and differentiation <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Differentiation by presentation, activity and/or outcome. • Simplify level/pace/amount of teacher talk. • Emphasis on identifying and teaching gaps highlighted by LD Baseline assessment. • Opportunities for pre teaching /skill reinforcement / revision /transfer and generalisation. 	<p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from Inclusion Manager and SEND Team and advice from specialist teachers as appropriate. • Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated. (Structured Intervention) <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Programme includes differentiated and modified tasks within an inclusive curriculum. • Modify level/pace/amount of teacher talk to pupils' identified need. • Programmes to consist of small achievable steps. • Pre teaching of concepts and vocabulary • Emphasis on using and applying and generalisation of skills. • Individual targets within group programmes and /or 1:1 carefully monitored and reviewed 	<ul style="list-style-type: none"> • Main provision by class/subject teacher with support from Inclusion Manager and SEND Team and advice from education and non-education professional as appropriate. • Additional adult, under the direction of the teacher provides sustained targeted support on an individual/group basis. May include withdrawal that is carefully monitored. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Tasks and presentation increasingly individualised and modified in an inclusive curriculum • Visual cues to support auditory information at all stages of delivery. • Individualised level/pace/amount of teacher talk. • Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within group programmes and/or 1:1
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Primary Area of Need	Range 1	Range 2	Range 3
Specific Learning Difficulties	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. eg LD baseline and teacher observations <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include QFT • Parents and children involved in monitoring and supporting their targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on identified need e.g 20:20 reading, ELS <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from Inclusion Manager. 	<p>As Range 1, Plus ...</p> <p>Assessment</p> <ul style="list-style-type: none"> • Inclusion manager uses screening tools (eg Madeleine Portwood / Aston Index / Bangor / LUCID COPS / GL assessment etc) • Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement; progress is tracked via school tracking. • Pupil and parents are informed and involved. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support. • Time limited programmes of small group work based on identified need. • Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. • Advice from LD/EP is reflected in targets. <p>Human Resources/ Staffing</p>	<p>As Range 2, Plus ...</p> <p>Assessment</p> <ul style="list-style-type: none"> • More in depth assessment of specific areas of need • Inclusion Manager continues to take advice from education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plans and progress are closely monitored by school tracker. • Targets are multi-sensory, individualised, short term and specific. • Continued regular engagement of parents <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class, with provision for alternative ways of recording. • Frequent opportunities for small group work based on identified need. • Opportunities for 1:1 support focused on specific targets identified through assessment, ensuring revision and over learning are incorporated. <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from Inclusion Manager and advice

	<ul style="list-style-type: none"> • Additional adults routinely used to support flexible groupings, differentiation and some 1:1. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Differentiating for the students identified area(s) of weakness. • Dyslexia friendly school strategies and IDP strategies • Cursive Handwriting is introduced as part of a Multi-Sensory Learning approach. 	<ul style="list-style-type: none"> • Main provision by class/subject teacher with support from Inclusion Manager and advice from specialist teachers as appropriate. • Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal on a time limited basis, entry and exit criteria clearly stated. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Specific multisensory, cumulative, structured programmes to support the acquisition of key literacy cursive handwriting, numeracy and motor skills. • Differentiated curriculum with some modification and alternative recording programmes including ICT if appropriate. • Pre teaching is used to support new learning. 	<p>from education and non-education professional as appropriate.</p> <ul style="list-style-type: none"> • Additional adult, under the direction of the teacher provides support on differentiated recording tasks. • May include withdrawal that is carefully monitored. • Opportunities for reading spelling and writing activities in line with assessment results <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Structured cumulative multisensory programme run on a 1:1 or small group basis as appropriate. • Tasks and presentation increasingly individualised and modified in an inclusive curriculum • Visual cues to support auditory information at all stages of delivery. • Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within group programmes and/or 1:1
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Primary Area of Need	Range 1	Range 2	Range 3
Behavioural, Social and Emotional Needs	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. Inclusion Manager and SEND Team may be involved in more specific assessment and observations. • Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers • School's structured behaviour policy is followed <p>Planning</p> <ul style="list-style-type: none"> • Parents involved regularly and support targets at home • Pupils involved in setting and monitoring their targets • Pupils response to social/ learning environment informs cycle of targets 	<p>As Range 1, Plus... Assessment</p> <ul style="list-style-type: none"> • More detailed and targeted observation ie interval sampling • More detailed recording, monitoring of frequency, intensity, ABCs over a range of contexts • Wider assessments for learning/other SEND • Determine engagement of necessary education/ non-education support services possibly leading to CAF • Recognition of learning styles and motivational levers <p>Planning</p> <ul style="list-style-type: none"> • Curriculum planning reflects levels of achievement and includes individually focused targets eg specific behaviour targets related to assessment: consideration of adapted timetable • Additional steps taken to engage pupil and parents as appropriate • Identifying non educational input • Effective communication systems enabling all involved to provide consistent support • CAF processes determine holistic support plan 	<p>As Range 2, Plus... Assessment</p> <ul style="list-style-type: none"> • More systematic application of assessment tools • Involvement of education and non-education professionals as appropriate through CAF processes • Risk assessments of difficult times of the school day • Behaviour policy is individualised <p>Planning</p> <ul style="list-style-type: none"> • Behaviour and curriculum plan closely tracks levels of achievement and all individual targets are short term and specific • More frequent involvement of parent/carer to engage pupil. • Prevention placement managed through joint school/PRU support programme • CAF Multi-agency planning processes specifies contribution of individual services and lead practitioner.

	<p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with attention paid to organisation and pupil groupings • Opportunities for small group work based on identified need eg listening /thinking / social skills. • Small group work to learn appropriate behaviours and for associated learning difficulties • A quiet area in the classroom may be useful for individual work <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class / subject teacher • Staff and resources available in the classroom. • Support/advice from Inclusion Manager and Behaviour Manager with assessment and planning • Additional adults routinely used to support flexible groupings, differentiation and some 1:1 • Close monitoring to identify “hotspots” • Support for times identified by risk assessments • Engagement and support for and from parents/carers <p>Curriculum &Teaching Methods</p> <ul style="list-style-type: none"> • In class differentiation of the curriculum and supporting materials enabling full access to the curriculum 	<p>Grouping for Teaching</p> <ul style="list-style-type: none"> • In addition to the provision at range 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets • Mainstream class with regular targeted small group support • Time-limited programmes of small group work based on identified need • Ongoing opportunities for 1:1 support focused on specific targets <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice and support from the Inclusion Manager • Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis • May include withdrawal • Additional daily support provided within school to support learning and behaviour • Increased parental/carer involvement and multi-agency support • Identification of ‘key worker’ with clear specification of role <p>Curriculum &Teaching Methods</p> <ul style="list-style-type: none"> • Modify level/pace/amount of teacher talk to pupils’ identified need. 	<p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks • Frequent opportunities for small group work based on identified need • Daily opportunities for 1:1 support focused on specific SEBD/learning targets • PRU prevention placements offers intensive individual and small group support <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from Inclusion Manager and advice from educational and non-educational professional as appropriate • Daily access to staff in school with experience of SEBD, eg behaviour support worker, lead behaviour professional, SEND Team • Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks • Increased access to a combination of individual, small group and whole class activities <p>Curriculum &Teaching Methods</p> <ul style="list-style-type: none"> • Teaching focuses on both curriculum and SEBD outcomes throughout the school day
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	<ul style="list-style-type: none"> • Simplify level, pace, amount of teacher talk/ instructions • Increased emphasis on identifying and teaching to preferred learning style • Opportunities for skill reinforcement/revision/transfer and generalisation • Some use of specific group or 1:1 programmes • Preparation for any change and the need for clear routines. 	<ul style="list-style-type: none"> • Individual targets within group programmes and/or 1:1 • Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom • Emphasis on increasing differentiation of activities and materials and take account of individual learning styles • Short term individual support focusing on listening, concentration, social skills, solution focused approaches • Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution • Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age. 	<ul style="list-style-type: none"> • Tasks and presentation personalised to pupil's needs. Learning style determines teaching methods • Individualised level/pace/ amount of teacher talk. • 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations • Small steps targets within group programmes and / or 1:1 work tasks • Accessing mainstream lessons for most of the time with complimentary access to internal support arrangements such as the Rainbow Room • PRU prevention placements
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Primary Area of Need	Range 1	Range 2	Range 3
Hearing Impairment	<p>Assessment and Planning</p> <ul style="list-style-type: none"> • Part of school and class assessments • Normal curriculum plans include individual/group targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class • Attention to seating, lighting and acoustics <p>Human Resources / Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher • Agreed joint written Advice from CCG and Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management. • Advice given by hospital audiologist. 	<p>As Range 1, Plus... Assessment</p> <ul style="list-style-type: none"> • Part of school and class assessments • Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to STDC <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include individual/group targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class • Attention to seating, lighting and acoustics <p>Human Resources / Staffing</p> <ul style="list-style-type: none"> • Main provision by class / subject teacher <p>Single piece of work on referral:</p> <ul style="list-style-type: none"> • Contact family • Visit school: <ul style="list-style-type: none"> Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO) 	<p>As Range 2, Plus... Assessment</p> <ul style="list-style-type: none"> • Part of school and class assessments • May require modification to the presentation of assessments • Use of speech audiometry and other specialist tools to assess access to spoken language in class <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement and includes individually focused individual targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Opportunities for 1:1 and small group work <p>Human Resources / Staffing</p> <ul style="list-style-type: none"> • Written report circulated to school, family, hospital • Annual electroacoustic hearing aid checks • Monitoring visit to speak to pupil/Inclusion Manager • Issue radio aid • Monitor radio aid use • Up to 6 visits per year from TOD/PIM

	<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Full inclusion within National Curriculum 	<ul style="list-style-type: none"> • Written report circulated to school, family, hospital • Additional support if needs change on request from school <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Full inclusion within National Curriculum • Teaching methods facilitate access to the curriculum, social/emotional development and class participation 	<ul style="list-style-type: none"> • Possible input from non-education professionals e.g. SALT <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Full inclusion within National Curriculum • Possible differentiation by presentation and / or outcome • Opportunities for explanation, clarification and reinforcement of lesson content and language Specific interventions for speaking, listening and teaching of phonics
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Primary Area of Need	Range 1	Range 2	Range 3
Visual Impairment	<p>Assessment and Planning Usual whole school planning and assessment along with relevant alterations to resources, such as larger text.</p> <p>Grouping for Teaching Mainstream class. Attention to seating position in classroom</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Quality First Teaching • Full inclusion within mainstream class. • Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. 	<p>As Range 1, Plus...</p> <p>Assessment and Planning School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.</p> <p>Grouping for Teaching Further attention to seating position in classroom and advice from VI team.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Quality First Teaching <p>Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil. Eg.oral descriptions of visual materials</p>	<p>As Range 2, Plus...</p> <p>Assessment and Planning Planning based on current visual performance and prognosis of possible changes.</p> <p>Grouping for Teaching Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate</p> <p>Curriculum & Teaching Methods Some modification / differentiation of learning materials and curriculum delivery to facilitate access. Eg. Attention to speed of lesson delivery and speed of working of VI pupil.</p>

Primary Area of Need	Range 1	Range 2	Range 3
Multi Sensory Impairment	See HI and VI information	See HI and VI Information	<p>Assessment and planning</p> <ul style="list-style-type: none"> • Part of school and class assessments • Visual and hearing assessments • Functional sensory assessment • As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development <ul style="list-style-type: none"> • Curriculum plan closely tracks levels of achievement • Targets are individual, short term and specific • Targets jointly formulated and monitored by Inclusion Manager and outside agencies <p>Grouping for teaching Daily opportunities for small group work and individual support to ensure access to new experiences and afford opportunities to complete work, preview and review lessons</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Significant modification to learning materials and curriculum delivery • Individual mobility and independence / life skills programmes <p>Human Resource and Staffing</p>

			<ul style="list-style-type: none">• Daily access to individual support, trained to meet the needs of pupils with MSI• Frequent visits from QTMSI• Input from mobility / rehabilitation officer• Input from other educational and non-educational professionals as appropriate• Need for balanced approach to support and intervention to facilitate social inclusion
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Primary Area of Need	Range 1	Range 2	Range 3
Physical Difficulties	<p>Assessment</p> <ul style="list-style-type: none"> • Part of school assessments. Inclusion Mannager may be involved in more specific assessment and observations. • Regular review of personal care plan • Pre referral advice from the teaching support service <p>Planning</p> <ul style="list-style-type: none"> • Settings curriculum plans including individual / group targets. • Parents / carers involved regularly and support targets at home. • Child involved in setting and monitoring their targets. <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class with flexible approach to grouping and or some individual work. • Circle time activities to help build self esteem <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Pre handwriting assessment and relevant skills practice • Dressing and undressing skills programme. • Access to gross motor skills assessment. 	<p>As Range 1, Plus... Assessment</p> <ul style="list-style-type: none"> • As for range one but with advice from teaching support service and possibly health care professionals. <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum planning in addition to closely focussed and monitored individual targets for 10-20% time <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Full inclusion within the National Curriculum Guidance for the Foundation Stage through <u>enhanced</u> use of differentiation and group support. • Buddy system and other peer support strategies <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Access to appropriate ICT equipment. • May need specialist seating and or furniture or equipment. 	<p>As Range 2, Plus... Assessment</p> <ul style="list-style-type: none"> • For mobility and curriculum access to be carried out by both educational and health colleagues. • May need specialist seating • May need ICT assessment to aid with future curriculum recording. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum planning now closely linked to personal targets. • Modified PE/outdoor play curriculum is likely to be needed. <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream classroom setting. • Small group or one to one adult input to practice skills. • Individual skills based work may need to take place outside the classroom. • Nurture group input may be necessary to help with low self esteem. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Programme to support pre handwriting and handwriting skills. • Differentiated writing materials and equipment. • Differentiation to PE curriculum.

	<ul style="list-style-type: none"> • May need access to basic equipment such as pencil grips, stubby handled paint brush. • After school clubs are fully inclusive and any sport / physical clubs will be available • <p>Resources</p> <ul style="list-style-type: none"> • Main support from school with support from Inclusion Manager and SEND Team • Constant access to the lift 	<p>Resources</p> <ul style="list-style-type: none"> • Main support from school with support from Inclusion Manager and SEND Team and or specialist support service when needed • Input from additional adult to provide targeted support under the direction of teacher. • Some support / supervision may be needed to meet hygiene needs and or outside play 	<ul style="list-style-type: none"> • Dressing and undressing skills programme. • ICT equipment to aid recording and possibly AAC. • Will need specialist seating and or furniture or equipment. <p>Resource</p> <ul style="list-style-type: none"> • Flexible use of classroom support to access curriculum and develop skills in recording. • Training and advice from specialist support service for teaching and support staff.
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