



The Local Offer for children and young people with special educational needs or disabilities (SEND)

The local offer provides information for children and young people with special educational needs (SEND) and their parents or carers

At Crossflatts Primary School we offer every child an exciting curriculum where children can enjoy learning and reach their potential. Vulnerable groups make progress alongside their peers in most cases and in some instances these groups make progress beyond that of the other groups.

Crossflatts Primary School is a two form-entry primary school, with a nursery. We have high aspirations and ambitions for our children; committed to providing the best education possible for every child. We cater for individual needs, talents and abilities. We believe that recognising and supporting the potential of every student is the foundation of a successful education. Our aim is to provide children with the knowledge and understanding they need for their future lifelong learning, develop their skills, and self-confidence and to promote and encourage well being and healthy lifestyles. We are proud to be at the heart of our community, where every child matters, and we know that partnerships between families and Crossflatts Primary School are vital to the happiness and success of our pupils.

We are a fully inclusive school that ensure all children 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). This document is intended to give information about the ways in which we are sure we support all of our pupils. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and modified to adapt to the needs of individuals.

Children are identified as having a Special Educational Need when they have a learning difficulty which calls for Special Educational Provision to be made for them. Progress may be slow or may even have stopped. We ensure support for children, whenever we recognise that there are barriers to their learning. We have efficient and effective systems in school for closely monitoring progress and adapting practice to accommodate the needs of individuals. When children continue to have difficulties despite the strategies which we have implemented, we would then seek advice from external agencies. We also work closely with parents. We have specific needs based plans which set clear targets with guidance as to how these targets can be achieved. If a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, then we provide the support detailed in the plan. Other useful documents such as our SEN policy and Inclusion policy are available on the School Website.

If you would like any further information about how we work at Crossflatts Primary School don't hesitate to contact us. At Crossflatts Primary School all teachers are educators of children with Special Educational Needs, however please ask for **Mrs Claire Thirkill (Inclusion Manager)** if you require any additional information. At each level of need the SENCO is available to liaise with children, families and staff.

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. Our offer at Ranges 1 to 3 for each area of SEN is described below. The ranges are different levels of provision, for further information about the ranges please see the flow chart attached. Children are assessed and their level of need is then addressed. New changes in SEND practice outline the ranges, as a measure of the needs of the child. For further information on this please speak to Mrs Claire Thirkill. We treat every child as an individual and adapt our practice accordingly.

In addition to the specific provision, which is outlined below, we pride ourselves in being able to offer a range of extra support to children and their families.

- **Nurture Groups** - To support children as individuals and also in small groups.
- **Emotional Literacy** - This is led by our experienced learning mentors to accelerate children's writing.
- **Specialist Advice (Autism)** - From our onsite DSP manager.
- **Family Links Training** - This is led by our fully trained learning mentors and provides an opportunity to impact on children's and families lives, beyond school. This has been run to date with great success.
- **Close links to Secondary Schools** - We work closely with Bingley Grammar School and also Beckfoot to ensure a smooth transition to Secondary School.
- **Close links with the school nursing team and also community paediatrician** - Our SENCo and other staff work with the medical profession to try and ensure continuity and best practice in care of our children.

We also use a wide range of assessment tools in school to ensure we have a good understanding of a child's needs and areas for development. Some of the assessment tools are listed below.

- **LD Baseline**
- **GL Dyslexia Screening**
- **Aston Index**
- **Boxall Profile**
- **Goodenough**
- **B Squared**
- **Pivats**
- **Scerts**
- **Elklan Assessments**

The information below gives detailed information of the provision we can offer children at Crossflatts Primary School. This is closely in line with expectations in Bradford. Provision will be based on the needs of the individual.

Communication and Interaction Needs:

Autistic Spectrum Conditions

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<p>Assessment</p> <ul style="list-style-type: none"> • Part of whole school and class assessments. SENCo 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 <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class with specific support for targets • Additional small group work <p>Human resources and staffing</p> <ul style="list-style-type: none"> • Flexible use of resources and staffing available in the classroom • Support to promote social skills and interactions with peers • 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 clues • Preparation for any change and the need for clear routines • Reduction of complex language 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 1 plus use of more detailed assessment tools • Involvement of education and non-education professionals as appropriate <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plans reflect levels of achievement and include individually focused IEP targets • 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 • A quiet area within the classroom may be useful for individual work • Opportunities for limited one to one support <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. • Use of support to implement specific materials, approaches and resources as appropriate. • Support from other agencies as appropriate. E.g.. Autism Team (SEN Services), Hub schools, SALT <p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • Visual timetables used consistently throughout school • Teaching strategies give consideration to difficulties with transfer of skills • Teaching approaches take account of difficulties in the understanding of social rules and expectations within the classroom; 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus more specialised assessment tools. • Where appropriate staff and other agencies will offer support <p>Planning</p> <ul style="list-style-type: none"> • Whole school understanding of pupil's needs • Consideration of more specialised planning frameworks. <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class with targeted support • The need for small group work and one to one to develop individual targets and introduce any new concepts • Access to a quiet area within the classroom when needed • Individual table/work area may be useful to help focus learning and to offer opportunities for distraction free learning <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 • Use of support to implement specific materials, approaches and resources as appropriate • Support from other agencies as appropriate. <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 the reinforcement of classroom routines and expectations

Communication and Interaction Needs:

Speech, Language and Communication Needs

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. SENCO may be involved in more specific assessment and observations. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets. Planning shows opportunities for some small group targeted talk and differentiated questions 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. Time limited 1:1 programme based on specific needs Attention to position in the classroom <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice from SENCO. 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 <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Increased differentiation by presentation and/or outcome 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 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 1 plus use of more detailed NC assessment tools Involvement of education and health professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets. 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. Ongoing opportunities for 1:1 support focused on specific IEP targets and any SALT programme as appropriate. Attention to position in the classroom <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. Additional adult, under the direction of teacher, provides targeted support on an individual/group basis. <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. Opportunities for explanation, clarification and reinforcement of lesson content and language. Individual targets within group programmes and/or 1:1 for speaking and listening. 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more systematic application of assessment tools. Involvement of education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan closely tracks levels of achievement and all IEP 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 <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class, working on modified curriculum tasks. Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific IEP targets. 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 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 before introducing new skills. Regular opportunities for explanation, clarification and reinforcement of lesson content and language. Small steps targets within group programmes and/or 1:1 for speaking and listening.

Cognition and Learning Needs:

Moderate Learning Needs

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. <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 <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice from SENCO. 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 assessment. Opportunities for skill reinforcement/revision/transfer and generalisation. 	<p>Assessment</p> <ul style="list-style-type: none"> SENCO may be involved in more specific assessment and observations. SENCO 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 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.. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. <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 teach concepts and vocabulary Emphasis on using and applying and generalisation of skills. Individual targets within group programmes and/or 1:1carefully monitored and reviewed. 	<p>Assessment</p> <ul style="list-style-type: none"> SENCo takes advice from assessment by LD/EP 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 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 modified curriculum tasks. Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific IEP targets. <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 provides sustained targeted support on an individual/group basis. May include withdrawal, 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

Cognition and Learning Needs:

Specific Learning Difficulties

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. • 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. reading. <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice from SENCO. • 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 	<p>Assessment</p> <ul style="list-style-type: none"> • SENCo uses screening tools • 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 involved as above. <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> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate. • Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. <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. • Opportunity for over learning rehearsing and revising. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus more in depth assessment of specific areas of need • SENCo 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 SENCO and advice from education and non-education professional as appropriate. • Additional adult, under the direction of the teacher provides support on differentiated recording tasks. • 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

Behavioural, Emotional and Social Development: Behavioural, Social and Emotional Needs

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. SENCO and other trained staff may be involved in more specific assessment and observations. Pupil self assessment methods used. Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers, Risk assessments of difficult times of the school day Progress should be a measured change in their behaviour and learning following each review cycle Recognition of learning styles and motivational levers <p>Planning</p> <ul style="list-style-type: none"> Individualised programme of support related to assessments implemented. 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 attention paid to organisation and pupil groupings Opportunities for small group work based on identified need Time limited mainstream classroom programme of support, which relates to assessments Small group work to learn appropriate behaviours and for associated learning difficulties Individual programme based on specific need 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 usually available in the classroom. Support/advice from SENCO with assessment and planning Additional adults routinely used to support flexible groupings, differentiation and some 1:1 Close liaison and common approach with 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 Strategies developed shared with school staff, parent/carers Increased differentiation by presentation and/or outcome 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 	<p>Assessment</p> <ul style="list-style-type: none"> As range 1 plus More detailed and targeted observation Assessment related to intervention strategy Pupil self assessment extended to inform IEP/IBP More detailed recording, monitoring of frequency, intensity Determine engagement of necessary education/ non-education support services possibly leading to CAF <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets e.g. specific behaviour targets related to assessment: consideration of adapted timetable Additional steps taken to engage pupil and parents as appropriate Identifying non educational input Requires effective communication systems enabling all involved to provide consistent support CAF processes determine holistic support plan <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 IEP targets <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with advice and support from SENCO and/or NPSLBA lead as appropriate 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/carers involvement and multi-agency support services to plan and regularly review IEPs PSP Encouragement and inclusion in an extracurricular activities. <p>Curriculum &Teaching Methods</p> <ul style="list-style-type: none"> Modify level/pace/amount of teacher talk to pupils' identified need. 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 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more systematic application of assessment tools Involvement of education and non-education professionals as appropriate through CAF processes <p>Planning</p> <ul style="list-style-type: none"> Behaviour and curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific More frequent involvement of parent/carers to engage pupil. Access to additional resources are accurately accounted for Prevention placement managed through joint school/PRU support programme Prevention placements co-ordinated by Secondary Panel CAF Multi-agency planning processes specifies contribution of individual services and lead practitioner. Inter-agency communication established and maintained <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 <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 Daily access to staff in school with experience of SEBD 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 Tasks and presentation personalised to pupil's needs. Individualised level/pace/ amount of teacher talk. Learning style determines teaching methods 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 Targets are monitored with the pupil daily targets Accessing mainstream lessons for most of the time with complimentary access to LSU or other internal support arrangements

Sensory and Physical Needs: Hearing Impairment

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<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 <p>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> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum 	<p>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) 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 <ul style="list-style-type: none"> Teaching methods which facilitate access to the curriculum, social/emotional development and class participation 	<p>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 IEP targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating, lighting and acoustics Opportunities for 1:1 and small group work <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher <p>Initial 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) Written report circulated to school, family, hospital Annual electro acoustic hearing aid checks Monitoring visit to speak to pupil/SENCO Issue radio aid Monitor radio aid use Up to 6 visits per year from TOD/PIM 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

Sensory and Physical Needs: Visual Impairment		
Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<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 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>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 Mainstream class. Attention to seating position in classroom.</p> <p>Curriculum & Teaching Methods Quality First Teaching 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. E.g. Oral descriptions of visual materials</p>	<p>Assessment and Planning Planning based on current visual performance and prognosis of possible changes.</p> <p>Grouping for Teaching Mainstream class. Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate</p> <p>Curriculum & Teaching Methods Quality First Teaching Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>Some modification / differentiation of learning materials and curriculum delivery to facilitate access. E.g. Attention to speed of lesson delivery and speed of working of VI pupil.</p>

**Sensory and Physical Needs:
Multi-Sensory Impairment**

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
See HI and VI guidance	See HI and VI guidance	<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 • Curriculum plan closely tracks levels of achievement • IEP targets are individual, short term and specific • IEP targets jointly formulated and monitored with QTMSI <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

Physical Difficulties Sensory and Physical Needs		
Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<p>Assessment</p> <ul style="list-style-type: none"> Part of settings and Foundation Stage assessments. SENCO may be involved in more specific assessment and observations. Regular review of personal educational 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. May need access to basic equipment such as pencil grips, stubby handled paint brush. <p>Resources</p> <ul style="list-style-type: none"> Main support from foundation stage practitioners with support from SENCO. 	<p>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 IEP 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 Circle time activities to help boost self esteem. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Pre handwriting skills programme Dressing and undressing skills programme. Access to appropriate ICT equipment. May need specialist seating and or furniture or equipment. <p>Resources</p> <ul style="list-style-type: none"> Main support from foundation stage practitioners with support from SENCO 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 and at lunch time 	<p>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 IEP 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. 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.

In addition to our provision at Ranges 1 to 3, we are also able to offer additional provision to children with ASD Conditions who may be at range 4 or beyond. We have a DSP (Designated Specialist Provision) which provides a rich and stable learning environment for children with more complex needs. The higher level of provision which we are able to offer these children is outlined below.

Autistic Spectrum Conditions

Significant differences in social interaction, social communication and social understanding affect behaviour and need support even in known or familiar contexts. <i>Children have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum. CYP will require significantly more support than is normally provided in a mainstream setting Children may have :</i>	Assessment & Planning	Grouping for Children	Human Resources / Staffing	Teaching Methods and Curriculum	NC Level
<ul style="list-style-type: none"> • Social situations that present challenges regularly. This can lead to outbursts, withdrawal and social vulnerability and/or isolation. They can demonstrate a lack of empathy and emotional understanding • Unusual eye gaze or eye contact • Significant difficulties with understanding spoken language, what others mean and expressing their wishes and feelings. (Expressive and receptive needs)Speech may be delayed or unusual. They may repeat others language (Echolalia) • Literal Interpretations of language and learning. Abstract concepts can be more difficult than expected. Higher language skills are impaired. E.g. Understanding and use of metaphor, inference and emotional language • Issues with interpreting and understanding whole class instructions and general information • Inability to maintain focus and concentration. Is easily distracted. May not switch attention easily • Issues with imagination, empathy and play skills that can be particularly apparent in English, RE and History or creative play. These significantly affect progress in these areas • Inconsistent patterns of behaviour which may appear impulsive or show as extreme passivity. Passivity issues affect the ability to start or move on with activities • Unusual responses to sensory stimuli e.g. bright lights, loud or sudden noises, touch. This affects access to some everyday events or activities e.g. dining halls parties or trips out • Unusual or different behaviours or obsessions with everyday objects, people or toys. This can lead to difficulties with finishing desired activities • Unusual body movements such as flapping, toe walking, tics, unusual posturing • Difficulties with the concept of time and sequencing of events significantly affect everyday activities • Anxiety to even small unplanned changes in the environment or learning tasks leading to extreme reactions of outbursts or withdrawal • Difficulties managing transition between different environments or tasks <p><i>Pupils within Designated Special Provisions will have a diagnosis of Autism Spectrum</i></p>	<p>Assessment As Range 2 and 3. Additional AS specific assessment tools/approaches are likely to be needed to inform teaching and learning Is likely to include detailed assessment for PSE, life skills and sensory needs</p> <p>Where appropriate, education staff and other agencies will offer support</p> <p>Planning Whole school understanding of pupil's needs (for example, training such as IDP, ELKLAN Communication Friendly Schools, AET Level 2/3 training)</p> <p>Specific approaches e.g. SCERTS, TEAC CH, ABA are likely to be needed to aid planning in order to support the C&YP during the school day</p>	<p>Consideration of the need to use a variety of groupings to ensure learning, including time in a quiet, distraction free environment either 1:1 or in a small group for learning new skills and concepts</p> <p>Mainstream class for specific curriculum areas where appropriate using targeted support to enable learning</p> <p>Access to a quiet area within the classroom when needed working to offer opportunities for distraction free learning</p> <p>It is likely that an individual table/work area would be useful to help focus learning and to offer opportunities for distraction free learning</p>	<p>Availability of staff trained and experienced in working with children with AS.</p> <p>Staff in DSP trained and experienced in Team Teach approaches</p> <p>Additional training of mainstream staff to support curriculum modifications and social interaction, social communication and social understanding</p> <p>Use of support to implement specific materials, approaches and resources as appropriate e.g. Circle of Friends, Socially Speaking and Social Stories</p> <p>In addition to staff within the DSP provision, support from other agencies as appropriate. E.g. Autism Team (SEN Services), Hub schools, SALT</p>	<p>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</p> <p>One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations</p> <p>Will need enhanced PSE and SRE programmes to ensure skills embedded</p>	<p>Across the expected range but with an unusual profile showing weaknesses in some areas and strengths in others. The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment</p>

