



REEVY HILL PRIMARY SCHOOL

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

Reevy Hill Primary is a fully inclusive school. We aim to ensure that 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.

How we identify pupils with SEN

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.

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

1. Have a significantly greater difficulty in learning than the majority of children of the same age; or
2. Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

Additionally, children may also have special educational needs that require additional support when quality first teaching is taking place but progress has slowed or stopped.

If a child has already been identified with a SEND before they start at Reevy Hill Primary School, we work with the people who already know them and use this information to identify what their needs will be in our school setting. This will involve early years practitioners or/and SENCO attending the pre-school or school setting to observe and collect information about your child, which will help us to plan the transition and the level of support needed to ensure they are fully included in our school.

If you think that your child has a SEND, we will discuss this with you and investigate your concern. We will share and explain what will happen next and what you can do to help your child. We will keep you involved throughout the process.

If our staff think that your child has a SEND, this may be because they are not making the same progress as other pupils. We will observe them; we will assess their understanding of what they are doing in school and may use tests to help identify the difficulty. We will ask you to give consent to allow us to follow up our concerns and request support from other outside agencies; for example Speech and Language Therapy. This information will help us to have a greater understanding of the support that your child may need both at home and in school. We will discuss and share findings with you as soon as possible.

Assessing pupils with SEND

Pupils with SEND are assessed in many ways that are appropriate to their needs. The needs of the pupil will affect the frequency and type of assessment used. Children's progress will be tracked, with an Individual Education Plan devised if necessary. Pupil progress is reviewed regularly by teaching staff, the SENCo and the Assessment Co-ordinator.

Extra provision

All pupils with SEND are included in afterschool clubs and activities that they wish to take part in. We personalise the curriculum to support learning. We use a variety of group and 1:1 interventions and techniques to support progress and achievement in reading, writing, maths and speaking and listening. If required, we also provide small group or 1:1 mentoring for children who need additional support with their Social, Emotional and Behavioural needs.

When needed, care plans are devised so that all staff are aware of the needs of individuals. Staff are given the relevant training to support pupils with SEND which is updated regularly. Training is sought from professionals within each field.

Working together

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. Parents/carers are invited to formal reviews and regular liaison with teaching staff to discuss these needs.

The advice and support from external and outside agencies is used and shared with parents/carers. Individual Education Plans are written for pupils at Range 2 or higher with opportunities for parents/carers to comment on progress and help identify next steps.

If a child has a Statement of Special Educational Needs or and Education, Health and Care Plan, then we provide the support detailed in the plan. For children not in receipt of either of these our offer at Ranges 1 to 3 for each area of SEN is described below.

SOCIAL COMMUNICATION AND INTERACTION NEEDS

	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. 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 which involve communication and interaction Opportunities for over-learning basic concepts within a small group <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 and over-learning of basic concepts Support with recording of work if needed and appropriate. <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 especially when giving instructions 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 1 plus use of more detailed assessment tools e.g. B Squared/PIVATS 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 includes individually focused IEP 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 A quiet area within the classroom may be useful for individual work An individual table/area within the classroom may be helpful for independent working to offer opportunities for distraction free learning Opportunities for one to one support to assist with meeting focused IEP targets <p>Human resources and staffing</p> <ul style="list-style-type: none"> Implementation of external advice to support curriculum modifications and social interaction, social communication and social understanding. This may also involve some staff training and 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; Social Stories; Social Stories as needed 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"> 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 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more specialised assessment tools. E.g. SCERTs, ABA, TEACCH. Where appropriate staff and other agencies will offer support as appropriate <p>Planning</p> <ul style="list-style-type: none"> Whole school understanding of pupil's needs 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 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 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>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 e.g. Circle of Friends, Socially Speaking, and Social Stories 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"> 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

		<ul style="list-style-type: none"> Teaching approaches should take account of difficulties in the understanding of social rules and expectations within the classroom; slow processing of information and organisational issues 	<p>and expectations</p> <ul style="list-style-type: none"> May need enhanced PSE teaching to ensure skills embedded
<p>Speech, Language and Communication Needs</p>	<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. Implement any provided SALT programme as appropriate Attention to position in the classroom and acoustics (See Acoustic Toolkit) <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 (if specifically required by any provided SALT programme.) Additional adults actively support pupils by modifying teacher talk and scaffolding responses during introduction and plenary. <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 (if provided by SALT) for speaking and listening. 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 1 plus use of more detailed assessment tools e.g. B Squared /PIVATS. 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. On going opportunities for 1:1 support focused on specific IEP targets 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 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. May include withdrawal <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 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. Daily opportunities for 1:1 support focused on specific IEP targets 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 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 and language. Small steps targets within group programmes and/or 1:1 for speaking and listening.

COGNITION AND LEARNING NEEDS

	RANGE 1	RANGE 2	RANGE 3
Moderate Learning Needs	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. LD Baseline may be carried out. <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>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 LD Baseline assessment, EYFS Developmental Journal etc. 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. e.g. B Squared /PIVATS specific screening tools SENCO may seek advice from education and non-education professionals as appropriate and if this available. <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. Consideration 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 if available. 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"> 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 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 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
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>	<p>Assessment</p> <ul style="list-style-type: none"> SENCO uses screening tools (eg Madeleine Portwood / Aston Index / Bangor / LUCID COPS / GL assessment etc) as appropriate. Involvement of education and non-education professionals 	<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.

	<ul style="list-style-type: none"> • Normal curriculum plans include quality first teaching. • 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 possibly 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 implemented. 	<p>as appropriate.</p> <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. 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. • Opportunity for over learning rehearsing and revising. 	<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. • May include withdrawal, 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
--	--	--	--

SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

	RANGE 1	RANGE 2	RANGE 3
<p>Social, Emotional and Mental Health Needs</p>	<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. • Pupil self assessment methods used. • Records kept to include observations assessment of context, structure, frequency, triggers etc 	<p>Assessment</p> <ul style="list-style-type: none"> • As range 1 plus More detailed and targeted observation ie interval sampling, possibly involving LA SEBD team. • Assessment related to intervention strategy • Pupil self assessment extended to inform IEP/IBP • More detailed recording, monitoring of frequency, intensity, ABCs over a range of contexts 	<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. • Risk assessments most likely needed for specific activities and/or situations.

- Progress should be a measured change in their behaviour and learning following each review cycle
- Recognition of learning styles and motivational levers

Planning

- Individualised programme of support related to assessments implemented. Key worker identified
- 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 IEP/IBP formulation and implementation

Grouping for Teaching

- Mainstream class with attention paid to organisation and pupil groupings
- Opportunities for small group work based on identified need eg listening/thinking/social skills.
- 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 may be useful for individual work

Human Resources/Staffing

- 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 possible 1:1
- Close monitoring to identify “hotspots”
- Support for times identified by risk assessments
- Close liaison and common approach with parents/carers

Curriculum &Teaching Methods

- 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
- Some use of specific group or 1:1 programmes
- Preparation for any change and the need for clear routines.

- Wider assessments for learning/other SEN
- Determine engagement of necessary education/ non-education support services possibly leading to CAF
- Risk assessments may be needed for more difficult times of the school day

Planning

- Curriculum plan reflects levels of achievement and includes individually focused IEP 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 consistent support

Grouping for Teaching

- 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
- On going opportunities for 1:1 support focused on specific IEP targets

Human Resources/Staffing

- Main provision by class/subject teacher with advice and support from SENCO and/or SEBD lead as appropriate
- Supporting adult, under the direction of teacher, provides sustained targeted support on an individual/group basis (May include withdrawal)
- Additional support provided within school to support learning and behaviour
- Increased parental/carers involvement and multi-agency support services to plan and regularly review IEP/PSP
- Encouragement and inclusion in an extra curricular activities.
- Possible identification of ‘key worker’ with clear specification of role

Curriculum &Teaching Methods

- 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

Planning

- 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
- CAF Multi-agency planning processes considered to coordinate the specific contribution of individual services and lead practitioner. Inter-agency communication established and maintained

Grouping for Teaching

- 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 considered to offer intensive individual and small group support

Human Resources/Staffing

- 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

Curriculum &Teaching Methods

- 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
- Possible 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

		<ul style="list-style-type: none"> 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, play, creative activities, drama 	
--	--	--	--

SENSORY AND PHYSICAL NEEDS

	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 • Implementation of any advice from CCG and Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management and/or advice given by hospital audiologist. <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 • STDC team to produce written report which is circulated to school, family, hospital • STDC to provide 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 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 • STDC to produce more detailed written report about specific techniques and programmes to use within school. • Annual electroacoustic hearing aid checks by HI service. • Monitoring visit by STDC to speak to pupil/SENCO • STDC issue radio aid if required and monitor radio aid use • Up to 6 visits per year from STDC team • 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
Visual Impairment	<p>Assessment and Planning</p> <ul style="list-style-type: none"> School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class. Attention to seating position in classroom <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher Implementation of any advice from VI team on effects of sight loss, classroom management and/or advice given by hospital specialist. <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</p> <ul style="list-style-type: none"> School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class. Attention to seating position in classroom. <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher VI team to produce written report which is circulated to school, family, hospital VI team to advise school on requirement for additional support if needs change. <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. 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>Assessment and Planning</p> <ul style="list-style-type: none"> Planning based on current visual performance and prognosis of possible changes. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class. Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher VI team to produce more detailed written report about specific techniques and programmes to use within school. Monitoring visit by VI team to speak to pupil/SENCO Up to 6 visits per year from VI team <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. 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.
Multi-Sensory Impairment	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 appropriate external agencies. <p>Grouping for teaching</p> <ul style="list-style-type: none"> 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>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

			<ul style="list-style-type: none"> • Input from other educational and non-educational professionals as appropriate • Need for balanced approach to support and intervention to facilitate social inclusion <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
Physical Difficulties	<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>Human resources/staffing</p> <ul style="list-style-type: none"> • Main support from classroom practitioners with support from SENCO. • Consideration given for specific and targeted support to meet physical needs at specific points of the day e.g. lunchtime etc. <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>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. <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Full inclusion within the National Curriculum Guidance. Enhanced use of differentiation and group support if needed. • Buddy system if appropriate • Circle time activities to help boost self-esteem. <p>Human resources/staffing</p> <ul style="list-style-type: none"> • Main support from classroom 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>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Handwriting skills programme if required. • Dressing and undressing skills programme if required by external agency • Access to appropriate ICT equipment if advised by external agency. • May need specialist seating and or furniture or equipment. 	<p>Assessment</p> <ul style="list-style-type: none"> • Full mobility and curriculum access assessment to be carried out by both educational and health colleagues. • 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>Human resources/staffing</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 <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. • Likely to need specialist seating and or furniture or equipment.