



GIRLINGTON PRIMARY SCHOOL SEND OFFER

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Girlington Primary School is a fully inclusive school which ensures that all pupils achieve their potential, personally, socially, emotionally and academically, (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all our pupils including those with SEND, in order that they achieve their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Girlington Primary School has a Local Authority Led Resource Provision (RP) (previously known as an ARC) for deaf children. The school has purpose built acoustically treated rooms, and state of the art technology to support their learning. Every deaf child has an individual, personalised learning programme. Deaf children receive support from Teachers of the Deaf (ToD) who plan and deliver the curriculum in many of the subjects. Deaf children join their mainstream peers in class with support from RP staff where appropriate.

Deaf children who attend the RP will have an Education, Health and Care Plan. Initially some children will attend on an assessment place in order to assess if the provision is suitable/appropriate for the child's learning needs. Referral to the provision is made through the Local Authority Special Educational Needs and Disabilities (SEND) Team.

Information about the RP can be found on the school website. In addition to whole school parents' consultation evenings, individual meetings are also set up, sometimes in the home, to discuss pupil's individual learning targets and any concerns which may arise. Home visits can be arranged on request according to need. There are regular parent drop in sessions to support families, where information is shared about other local organisations and agencies such as Bradford Deaf Children's Society, National Deaf Children's Society and Prism youth club. Parents are also encouraged to attend British Sign Language (BSL) classes delivered by a Deaf Instructor.

1. **What is a Special Educational Need and Disability?**

Children have special educational needs if they have a **learning difficulty** that calls for **additional and different provision** to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind, generally provided for children of the same age.
- Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

(2014 SEND Code of Practice: 0 to 25 years)

<p>Who are the best people to talk to at Girlington Primary School about my child's difficulties with learning / special educational needs?</p>	<p>Your child's class teacher</p>	<p>Is responsible for:</p> <ul style="list-style-type: none"> ▪ Monitoring the progress of all children. ▪ Providing Quality First Teaching that is carefully adapted to the needs of pupils to ensure that all children reach their full potential. ▪ Identifying, planning and delivering any additional support that may be needed. This might include targeted learning, small group work or a personalised curriculum. ▪ Discussing any initial concerns with you and highlighting these concerns to the school's SENDCo ▪ Writing and evaluating Pupil Passports, if deemed to be appropriate for your child. ▪ Updating whole provision map. ▪ Ensuring that they follow the school's SEND policy. ▪ Ensuring that any other adults who work with your child in school are aware of their strengths and difficulties. Helping other adults to deliver the planned program to help your child to meet their targets.
	<p>The SENDCo</p>	<p>Is responsible for:</p> <ul style="list-style-type: none"> ▪ Writing the school's policy for Special Educational Needs and Disabilities. ▪ The day to day management and provision of pupils with SEND ▪ Co-ordinating all of the provision for pupils with Special Educational Needs and Disabilities. ▪ Ensuring that you are: <ul style="list-style-type: none"> - Made aware of any concerns regarding your child's progress. - Involved in supporting your child's development. - Involved in evaluating and reviewing their progress towards set targets. ▪ Liaising with any other people or agencies who may be coming into school to support your child's development Writing reports regarding individual children including annual review reports and SEND reports for SEND pupils ▪ Coordinating and chairing annual review meetings ▪ Updating the school's SEND register and provision map (a system for ensuring that the needs of pupils with SEND are known.) ▪ Ensuring that there are records of your child's needs, targets and progress. ▪ Providing support to teachers and teaching assistants so that they can help all children to reach their potential.
	<p>The RP managers</p>	<p>Are responsible for:</p> <ul style="list-style-type: none"> ▪ The day to day management and co-ordination of the provision for deaf pupils ▪ Ensuring continual support for deaf pupils to maintain their audiology equipment ▪ Co-ordinating and assessing deaf pupils' speech, language and communication skills in conjunction with other relevant professionals and setting targets ▪ Writing reports regarding individual children including annual review reports and SEND reports for deaf pupils

		<ul style="list-style-type: none"> ▪ Co-ordinating and chairing annual review meetings ▪ Monitoring the progress of deaf pupils through coordination of continual summative assessments ▪ Monitoring and evaluating planning and delivery of teaching of deaf pupils including targeted learning, small group work and inclusion within the mainstream ▪ Writing and evaluating pupil passports for deaf pupils ▪ Updating provision map for deaf pupils ▪ Ensuring that you, as parents, are: <ul style="list-style-type: none"> - Made aware of any concerns regarding your child's progress. - Involved in supporting your child's development. - Involved in evaluating and reviewing their progress towards set targets. ▪ Liaising with other agencies which support audiology, speech and language and other professionals who may come into school to support deaf pupils' development. ▪ Providing support to teachers and specialist support workers so that they can help all children to reach their potential.
	The Headteacher and Deputy Headteacher	<p>Is responsible for:</p> <ul style="list-style-type: none"> ▪ The day to day management of all areas of the school's work including provision for pupils with Special Educational Needs and Disabilities. ▪ Working closely with the SENDCo and class teachers to delegate responsibilities and to ensure that the needs of all children are met. ▪ Keeping the Governing Body informed of any issues related to SEND.
	The SEND Governor	<p>Is responsible for:</p> <ul style="list-style-type: none"> ▪ Determining the school's general policy and approach to provision for children with Special Educational Needs and Disabilities, in co-operation with the Headteacher. ▪ Establishing the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
How are Special Educational Needs or Disabilities identified and assessed at Girlington Primary School?	Parents/Carers Children Class teachers SENDCo Health Care Professionals	<p>Initial concerns about a child's progress or development may come from:</p> <ul style="list-style-type: none"> ▪ Your child's class teacher expressing concerns that their progress has slowed or stopped or that they are finding learning, or any other area, especially difficult. ▪ Our rigorous assessment cycle highlighting that a child has not made the progress expected or that they are falling behind other children of their age. ▪ A health professional such as a GP or Health Visitor following a medical concern or diagnosis. ▪ Previous Educational settings such as Nurseries or Children's Centres. ▪ You, speaking to the class teacher or SENDCo about anything that you have noticed at home. ▪ Your child, expressing concerns about their own development or progress.

		Once it has been identified that there may be a Special Educational Need or Disability the class teacher, in consultation with the SENDCo, will identify where the need lies and what gaps in learning need to be addressed. From here we will consider what your child's short-term targets should be and what 'additional provision' should be put into place to help them to meet their targets. This is part of what is known as the graduated approach.
What should I do if I have concerns about my child?	Parents/Carers Children Class teachers SENDCo	<ul style="list-style-type: none"> ▪ If you have any concerns about your child's learning or development, you should speak to your child's class teacher initially. ▪ This can be done at parents evening or by telephoning the office on 01274 493543 to make an appointment. ▪ If you continue to have concerns, please ring to make an appointment with the SENDCo.
How will the school let me know if they have any concerns about my child?		<ul style="list-style-type: none"> ▪ Initially your child's teacher will speak with you either at parents evening or at an arranged meeting to discuss their concerns. <ul style="list-style-type: none"> - They will listen to your views on your child's learning. - They will discuss with you any additional support that they feel would benefit your child and will discuss short term targets for the coming term. ▪ Where further support is needed the SENDCo will contact you to review the provision that has been put in place and to gain your views on your child's progress. <ul style="list-style-type: none"> - This may involve the implementation of further in-school interventions or - Discussion about referrals to outside professionals.
What are the different types of support available for children with SEND at Girlington Primary School.	Class teachers Teachers of the Deaf (See HI section)	<p>Quality First Teaching- Class teacher input through specially targeted teaching:</p> <ul style="list-style-type: none"> ▪ Teachers have high expectations for all learners. ▪ Teaching is based on in-depth knowledge of a child's strengths and difficulties and builds on what they can already do or understand. ▪ Teaching is carefully planned to help a child to meet their personalised targets or to fill an identified gap in knowledge or understanding. ▪ Teaching takes into account a child's preferred way of learning and may include the use of additional equipment. ▪ The use of specific strategies (possibly identified by the SENDCo or outside agencies) to fulfil your child's needs.
	Support Staff Nursery Nurses Teaching Assistants Learning Mentors	<p>Specific small group work:</p> <ul style="list-style-type: none"> ▪ An intervention run by a teacher or Teaching Assistant which is specially focussed on helping a small group of children to meet their individualised targets. ▪ May take place in or out of the classroom. ▪ The adult leading this group will be trained to do so and will have a clear understanding of children's strengths and difficulties. ▪ Carefully planned to fill an identified gap in knowledge or understanding.

		<ul style="list-style-type: none"> May include the use of additional equipment and will take into account pupil's preferred learning styles.
	Outside Agencies	<p>Where it is felt that a child has additional needs or barriers to learning that cannot be overcome through Quality First Teaching and Specific small group interventions advice may be sought from professional agencies outside of the school. This might include:</p> <ul style="list-style-type: none"> Local Authority Services such as Learning Support Services, Educational Psychologist etc. Agencies such as the Speech and Language Therapy Service. (SALT) Medical professionals such as the School Nurse. <p>What would this mean for you and your child?</p> <ul style="list-style-type: none"> Your child will have been identified as having additional needs which the school feels requires more specialist input. You will be contacted to discuss your child's needs and will be asked to give your permission for a referral to a specialist professional to go ahead. The specialist professional will work with your child to more fully understand their needs and may make recommendations for strategies to meet their needs. The school will discuss with you the conclusions and recommendations of the professional and what support/strategies will be put in place to support your child.
Does my child need an Education, Health and Care Plan (EHCP)?	Children Parents/Carers Outside Agencies Local Authority	<p>Where your child is identified as having severe and complex needs and is in need of particularly high level of individual or small group support which cannot be provided from the budget available in school, an Educational Health Care Plan (EHCP) may be applied for.</p> <p>What would this mean for you and your child?</p> <ul style="list-style-type: none"> Specialist professionals will have been involved in trying to meet your child's needs. The school (or you) can apply to the Local Authority for a statutory assessment of your child's needs. This is a legal assessment in which <u>your views</u> and those of professionals who have worked with your child will be considered. If the Local Authority agrees that your child's needs are severe and complex enough to need a Statutory Assessment additional information will be gathered and will be used in the writing of an EHCP. You and your child will be asked to contribute to this. An EHCP will have long and short-term goals for your child. It will set out the number of hours of support that will be provided by the Local Authority, how this support should be used and what strategies will be used to help your child to meet their goals. You will be contacted to discuss a 'personalised budget' for your child's additional provision. The EHCP will be reviewed at an annual meeting in which you and the professionals involved with your child's provision will discuss their progress and set new short term targets.

		<ul style="list-style-type: none"> If the Local Authority <u>do not</u> agree that your child's needs are severe and complex enough to require a Statutory Assessment, then the school will be asked to continue to provide personalised support.
If my child requires additional provision how will this be recorded?	SENDCo Class teachers Parents/Carers Children	<p>The school uses a 'provision map' to show the additional support that is given to all children with Special Educational Needs and Disabilities. This allows us to clearly see what additional provision has been put in place for each child and to identify any gaps that there may be in the provision offered.</p> <p>Where a child's needs are more specific, they may have a Pupil Passport.</p>
How will my child's progress be assessed and reviewed?	Class teacher Leadership team SENDCo Parents/Carers Children	<p>Children's progress will be assessed and reviewed against their personalised targets.</p> <ul style="list-style-type: none"> Through Quality First Teaching, teachers continually assess and support children in achieving their targets through marking, verbal feedback, peer and whole class marking and individual target cards. Termly pupil progress meetings with teachers and senior leaders at the school highlight any areas where your child may require additional support. Regular review meetings with class teachers, the SENDCo and parents ensure that progress is closely monitored, and an open dialogue is maintained. If your child has an EHCP you will be invited to attend an annual review. This meeting brings together all professionals involved in your child's care. The aim of the meeting is to discuss your child's progress towards their long-term goals and set out new targets for the coming year.
How will Girlington Primary School support my child with transition between phases and year groups?	Children Parents Class teacher	<p>As part of the transition process at Girlington Primary School all children are given the opportunity to experience time in their new classroom before transition.</p> <ul style="list-style-type: none"> Additional time within the new classroom may be offered to children with SEND if appropriate. Yourselves, your child's current and new class teacher will meet to discuss your child's specific needs and ways in which transition can be supported.
What measures does the school take to prevent bullying?	All staff Parents/Carers Children	<ul style="list-style-type: none"> Girlington Primary school has a no tolerance policy towards bullying. We accept that on occasions bullying may occur at school. We believe that an effective way to reduce bullying is by adopting a whole school approach to behaviour management. We will investigate all reports of bullying and we will act strongly to stop bullying and support the victim. <p>All staff will:</p> <ul style="list-style-type: none"> Watch for early signs of distress. Be aware of occasions when bullying might occur. Involve all staff in the implementation of anti-bullying programs

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| | | <ul style="list-style-type: none">▪ Follow up each case and ensure the victim is given support.▪ Council children who use bullying behaviour to prevent incidents reoccurring.▪ Use circle time and SEAL activities to allow children to talk about their worries and concerns. |
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If you have any concerns regarding bullying, please speak in the first instance to your child's class teacher.

Girlington Primary School is able to offer the following additional provision to those children with special educational needs and disabilities.

Communication and Interaction Needs	Autistic Spectrum Conditions
	Speech, Language and Communication Needs
Cognition and Learning Needs	Moderate Learning Needs
	Specific Learning Needs
	Social, Emotional and Mental Health
Sensory and Physical Needs	Visual Impairment
	Multi-Sensory Impairment
	Physical Difficulties
	Hearing Impairment

2. Autistic Spectrum Conditions

	Quality First Training (QFT)/Best Endeavours	SEND Support (SS)	SEND Support Plus (SS+)
Assessment	Part of normal school and class assessments. SENDCo may be involved in more specific assessments and observations	As Range 1 plus use of more detailed NC assessment tools eg B Squared/PIVATS. Involvement of education and non-education professionals as appropriate	As Range 2 plus more specialised assessment tools where appropriate staff and other agencies will over support as appropriate
Planning	Normal curriculum plans include individual/group targets. Parents involved regularly and support targets at home. Pupil involved in setting and monitoring targets.	Curriculum plans reflect levels of achievement and includes individually focused targets, especially Speech and Language components and PSHCE. Additional steps taken to involve parents and pupil as appropriate.	Whole school understanding of pupil's needs. Consideration of more specialised planning frameworks to prepare for the school day.
Grouping for teaching	Mainstream class with specific support for targets which involve communication and interaction. Opportunities for over-learning basic concepts within a small group.	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	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.
Human resources and staffing	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.	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 eg Circle of Friends; Social Stories; Social Stories as needed. Support from other agencies as appropriate eg Autism Team (SEND Services), Hub schools, SALT.	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 eg Circle of Friends, Socially Speaking, and Social Stories. Support from other agencies as appropriate eg Autism Team (SEND Services), Hub schools, SALT.

<p>Curriculum and teaching methods</p>	<p>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>	<p>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 should take account of difficulties in the understanding of social rules and expectations within the classroom; slow processing of information and organisational issues.</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. One to one teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations. May need enhanced PSE teaching to ensure skills embedded.</p>
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3. Speech, Language and Communication Needs

	Quality First Teaching (QFT)/Best Endeavours	SEND Support (SS)	SEND Support Plus (SS+)
Assessment	Part of normal school and class assessments. SENDCo may be involved in more specific assessment and observations.	As QFT plus use of more detailed NC assessment tools eg B Squared /PIVATS/ WELLCOM. Involvement of education and health professionals as appropriate, including the Speech and Language Therapist who is employed by school.	As SS plus more systematic application of assessment tools. Involvement of education and non-education professionals as appropriate.
Planning	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. Use ELKLAN based strategies	Curriculum plan reflects levels of achievement and includes individually focused 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.	Curriculum plan 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 eg through ICAN materials, parent training or information sessions.
Grouping for Teaching	Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need eg listening/ expressive language. Time limited 1:1 programme based on specific need and any SALT programme as appropriate. Attention to position in the classroom and acoustics (See Acoustic Toolkit)	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 and any SALT programme as appropriate. Attention to position in the classroom and acoustics	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 targets and any SALT programme as appropriate. Attention to position in the classroom and acoustics.
Human Resources and Staffing	Main provision by class/subject teacher with advice from SENDCo. 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.	Main provision by class/subject teacher with support from SENDCo 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.	Main provision by class/subject teacher with support from SENDCo 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 and Teaching Methods</p>	<p>Increased differentiation by presentation and/or outcome eg 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.</p>	<p>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 and language. Individual targets within group programmes and/or 1:1 for speaking and listening.</p>	<p>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.</p>
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4. Moderate Learning Needs

	Quality First Teaching (QFT)/Best Endeavours	SEND Support (SS)	SEND Support Plus (SS+)
Assessment	Part of normal school and class assessments eg LD Baseline.	SENDCo may be involved in more specific assessment and observations eg B Squared /PIVATS specific screening tools. SENDCo may seek advice from education and non-education professionals as appropriate.	SENDCo takes advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate.
Planning	Normal curriculum plans include QFT strategies. Parents and children involved in monitoring and supporting their targets	Curriculum plan reflects levels of achievement; progress is tracked via school tracking. Pupil and parents are involved as above.	Curriculum plans and progress are closely monitored by school tracker. Targets are individualised, short term and specific. Continued regular engagement of parents.
Grouping for Teaching	Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need eg listening/thinking.	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 LD/EP is reflected in targets.	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 targets.
Human Resources and Staffing	Main provision by class/subject teacher with advice from SENDCo. Additional adults routinely used to support flexible groupings and differentiation.	Main provision by class/subject teacher with support from SENDCo 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.	Main provision by class/subject teacher with support from SENDCo 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.
Curriculum and Teaching Methods	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 skill reinforcement/ revision/ transfer and generalisation.	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	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.

		Emphasis on using and applying and generalisation of skills. Individual targets within group programmes and/or 1:1 carefully monitored and reviewed.	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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5. Specific Learning Difficulties

	Quality First Teaching (QFT)/Best Endeavours	SEND Support (SS)	SEND Support Plus (SS+)
Assessment	Part of normal school and class assessments. eg LD baseline and teacher observations.	SENDCo uses screening tools eg Madeleine Portwood/Aston Index/GL assessment etc. Involvement of education and non-education professionals as appropriate.	As SS plus more in-depth assessment of specific areas of need SENDCo continues to take advice from education and non-education professionals as appropriate.
Planning	Normal curriculum plans include QFT. Parents and children involved in monitoring and supporting their targets	Curriculum plan reflects levels of achievement, progress is tracked via school tracking. Pupil and parents are involved as above.	Curriculum plans and progress are closely monitored by school tracker. Targets are multi-sensory, individualised, short term and specific. Continued regular engagement of parents.
Grouping for Teaching	Mainstream class with flexible grouping arrangements. Opportunities for small group work based on identified need eg reading.	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.	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.
Human Resources and Staffing	Main provision by class/subject teacher with advice from SENDCo. Additional adults routinely used to support flexible groupings, differentiation and some 1:1.	Main provision by class/subject teacher with support from SENDCo 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.	Main provision by class/subject teacher with support from SENDCo 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.
Curriculum and Teaching Methods	Differentiating for the students identified area(s) of weakness. Dyslexia friendly school strategies and IDP strategies.	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.	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.

		Opportunity for over learning rehearsing and revising.	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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6. Social, Emotional and Mental Health

	Quality First Teaching (QFT)/Best Endeavours	SEND Support (SS)	SEND Support Plus (SS+)
Assessment	<p>Part of normal school and class assessments. SENDCo and a member of the Learning Mentor team 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 and 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>	<p>As QFT plus more detailed and targeted observation ie interval sampling. Use and analysis of assessment tools. Assessment related to intervention strategy. Pupil self-assessment extended to inform individual targets and the Pupil Passport. 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.</p>	<p>As SS plus more systematic application of assessment tools. Involvement of education and non-education professionals as appropriate through CAF processes.</p>
Planning	<p>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 Pupil Passport/IBP formulation and implementation.</p>	<p>Curriculum plan 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. Requires effective communication systems enabling all involved to provide consistent support. CAF processes determine holistic support plan.</p>	<p>Behaviour and curriculum plan closely tracks levels of achievement and all targets are individualised, short term and specific. More frequent involvement of parent/carer 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 specifies contribution of individual services and lead practitioner. Inter-agency communication established and maintained.</p>
Grouping for Teaching	<p>Mainstream class with attention paid to organisation and pupil groupings. Opportunities for small group work based on identified need eg listening/thinking/social skills.</p>	<p>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.</p>	<p>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 SEMH/learning targets.</p>

	<p>Time limited mainstream classroom programme of support, which relates to assessments.</p> <p>Small group work to learn appropriate behaviours and for associated learning difficulties.</p> <p>Individual programme based on specific need</p> <p>A quiet area in the classroom may be useful for individual work.</p>	<p>Time-limited programmes of small group work based on identified need.</p> <p>On-going opportunities for 1:1 support focused on specific targets.</p>	<p>PRU prevention placements offers intensive individual and small group support.</p>
<p>Human Resources and Staffing</p>	<p>Main provision by class/subject teacher staff and resources usually available in the classroom.</p> <p>Support/advice from SENDCo with assessment and planning.</p> <p>Additional adults routinely used to support flexible groupings, differentiation and some 1:1.</p> <p>Close monitoring to identify “hotspots.”</p> <p>Support for times identified by risk assessments.</p> <p>Close liaison and common approach with parents/carers.</p>	<p>Main provision by class/subject teacher with advice and support from SENDCo.</p> <p>Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis.</p> <p>May include withdrawal.</p> <p>Additional daily support provided within school to support learning and behaviour.</p> <p>Increased parental/carer involvement and multi-agency support services to plan and regularly review targets.</p> <p>Encouragement and inclusion in an extra-curricular activities.</p> <p>Identification of ‘key worker’ with clear specification of role.</p>	<p>Main provision by class/subject teacher with support from SENDCo and advice from education and non-education professional as appropriate.</p> <p>Daily access to staff in school with experience of SEMH eg behaviour support worker, lead behaviour professional, SENDCo.</p> <p>Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks.</p> <p>Increased access to a combination of individual, small group and whole class activities.</p>
<p>Curriculum and Teaching Methods</p>	<p>In class differentiation of the curriculum and supporting materials enabling full access to the curriculum.</p> <p>Strategies developed shared with school staff, parent/carer.</p> <p>Increased differentiation by presentation and/or outcome.</p> <p>Simplify level, pace, amount of teacher talk/ instructions.</p> <p>Increased emphasis on identifying and teaching to preferred learning style.</p> <p>Opportunities for skill reinforcement/revision/transfer and generalisation.</p> <p>Some use of specific group or 1:1 programmes.</p>	<p>Modify level/pace/amount of teacher talk to pupils’ identified need.</p> <p>Individual targets within group programmes and/or 1:1.</p> <p>Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom.</p> <p>Emphasis on increasing differentiation of activities and materials and take account of individual learning styles.</p> <p>Short term individual support focusing on listening, concentration, social skills, solution focused approaches.</p> <p>Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution.</p>	<p>Teaching focuses on both curriculum and SEMH outcomes throughout the school day.</p> <p>Tasks and presentation personalised to pupil’s needs.</p> <p>Individualised level/pace/ amount of teacher talk.</p> <p>Learning style determines teaching methods.</p> <p>1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations.</p> <p>Small steps targets within group programmes and/or 1:1 work tasks.</p> <p>Targets are monitored with the pupil daily targets.</p>

	Preparation for any change and the need for clear routines.	Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities and drama.	Accessing mainstream lessons for most of the time with complimentary access to LSU or other internal support arrangements. PRU prevention placements.
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7. Visual Impairment

	Quality First Teaching (QFT)/Best Endeavours	SEND Support (SS)	SEND Support Plus (SS+)
Assessment and Planning	School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.	School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect.	Planning based on current visual performance and prognosis of possible changes.
Grouping for Teaching	Mainstream class. Attention to seating position in classroom.	Mainstream class. Attention to seating position in classroom.	Mainstream class. Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate.
Curriculum and Teaching Methods	Quality First Teaching. Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.	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.	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.

8. Multi-Sensory Impairment

	Quality First Teaching (QFT)/Best Endeavours	SEND Support (SS)	SEND Support Plus (SS+)
Assessment and Planning	See HI and VI guidance	See HI and VI guidance	Part of school and class assessments. Visual and hearing assessments. Functional sensory assessment. As appropriate to needs; on-going assessment of communication, cognition, mobility, social and emotional development. Curriculum plan closely tracks levels of achievement. Targets are individual, short term and specific. Targets jointly formulated and monitored with QTMSI.
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.
Human Resources and Staffing			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.
Curriculum and Teaching Methods			Significant modification to learning materials and curriculum delivery. Individual mobility and independence/life skills programmes.

9. Physical Difficulties

	Quality First Teaching (QFT)/Best Endeavours	SEND Support (SS)	SEND Support Plus (SS+)
Assessment	Part of settings and Foundation Stage assessments. SENDCo may be involved in more specific assessment and observations. Regular review of personal educational plan. Pre referral advice from the teaching support service.	As for QFT but with advice from teaching support service and possibly health care professionals.	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.
Planning	Settings curriculum plans including individual/group targets. Parents/carers involved regularly and support targets at home. Child involved in setting and monitoring their targets.	Normal curriculum planning in addition to closely focussed and monitored individual targets for 10-20% time.	Curriculum planning now closely linked to individual targets. Modified PE/outdoor play curriculum is likely to be needed.
Grouping for Teaching	Mainstream class with flexible approach to grouping and or some individual work. Circle time activities to help build self-esteem.	Full inclusion within the National Curriculum. Guidance for the Foundation Stage through enhanced use of differentiation and group support. Buddy system. Circle time activities to help boost self-esteem.	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.
Human Resources and Staffing	Main support from foundation stage practitioners with support from SENDCo.	Main support from foundation stage practitioners with support from SENDCo 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.	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.
Curriculum and Teaching Methods	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, writing slopes	Pre handwriting skills programme. Dressing and undressing skills programme. Access to appropriate ICT equipment. May need specialist seating, furniture or equipment.	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, furniture or equipment.
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10. Hearing Impairment

Girlington Primary School has a Local Authority Led Resource Provision (RP) for Deaf and Hearing Impaired Children and therefore specialist staff within this provision, in partnership with the outreach team, will support the school in their delivery of services up to, and including, SEND Support Plus (SS+)

Hearing Impairment Descriptor

- Aided chronic conductive, or bilateral moderate permanent hearing loss
- Will have hearing aids and could have radio aid
- Will have moderate difficulty accessing spoken language, likely language delay
- May have difficulty with listening, attention, concentration and class participation
- May have Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder

	Quality First Teaching (QFT)/Best Endeavours)	SEND Support (SS)	SEND Support Plus (SS+)
Assessment	Part of school and class assessments Normal curriculum plans include individual/group targets	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	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
Planning		Normal curriculum plans include individual/group targets	Curriculum plan reflects levels of achievement and includes individually focused targets
Grouping for Teaching	Mainstream class Attention to seating, lighting and acoustics	Mainstream class Attention to seating, lighting and acoustics	Mainstream class Attention to seating, lighting and acoustics Opportunities for 1:1 and small group work
Human Resources and Staffing	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.	Main provision by class/subject teacher Single piece of work on referral: Contact family Visit school: Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher/SENDCo) Written report circulated to school, family, hospital	Main provision by class/subject teacher Initial piece of work on referral: Contact family Visit school: Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher/SENDCo)

		Additional support if needs change on request from school	
Curriculum and Teaching Methods	Full inclusion within National Curriculum	Full inclusion within National Curriculum Teaching methods which facilitate access to the curriculum, social/emotional development and class participation	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

11. Local Authority Led Resource Provision (RP)

RP personnel will support the school in their delivery of services at EHCP. A child at EHCP Plus would be under the direct supervision of specialist staff and have be allocated a Teacher of the Deaf who would be mainly responsible for their teaching and learning

	EHCP	EHCP Plus
Hearing Impairment Descriptor	<ul style="list-style-type: none"> ▪ Bilateral moderate or severe permanent hearing loss with no additional learning difficulties or moderate permanent hearing loss with additional language/learning difficulties ▪ Severe difficulty accessing spoken language and therefore the curriculum ▪ May have additional language delay associated with hearing loss ▪ Will have hearing aids and radio aid ▪ Speech clarity likely to be significantly affected ▪ Difficulties with attention, concentration, confidence and class participation ▪ Auditory Processing Disorder/Auditory Neuropathy 	<ul style="list-style-type: none"> ▪ Bilateral moderate/ severe/ profound permanent hearing loss which has a profound and persistent impact on learning ▪ Additional language/learning difficulties associated with hearing loss ▪ BSL/SSE may be needed for effective communication ▪ Will have hearing aids or cochlear implants and radio aid ▪ Profound difficulty accessing spoken language and therefore the curriculum without specialist intervention ▪ Speech clarity will be profoundly affected ▪ Will have significant difficulties with attention, concentration, confidence and class participation ▪ Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder ▪ Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health
Assessment	<p>Part of school and class assessments Will require modification to the presentation of assessments Use of speech audiometry and other specialist tools to assess access to spoken language in class Systematic application of assessment tools for deaf children Involvement of education and non-education professionals as appropriate</p>	<p>Speech audiometry and other specialist tools must be used to assess access to spoken language Must have systematic application of speech language and communication assessment tools for deaf children School and class assessments to be used where appropriate, with modifications where necessary. These may not be at the same level as hearing peers Modification to the presentation of assessments, where appropriate Use of speech audiometry and other specialist tools to assess access to spoken language Systematic application of speech language and communication assessment tools for deaf children Assessment by education and non-education professionals as appropriate</p>
Planning	<p>Curriculum plan reflects levels of achievement and includes individually focused targets</p>	<p>Curriculum plan closely tracks levels of achievement and all targets are individualised, short term and specific</p>

<p>Grouping for Teaching</p>	<p>Mainstream class, with flexible grouping arrangements where appropriate or necessary Attention to seating, lighting and acoustics Regular opportunities for 1:1 and small group work based on identified need Opportunities for needs-based 1:1 and small group work</p>	<p>Main curriculum delivery within the RP with specialist teaching and support Daily access to a ToD Will have ongoing opportunities for 1:1 support focused on specific targets Will have daily opportunities for small group work based on identified need Particular attention to seating, lighting and acoustics will be given Opportunities to access mainstream provision, usually with specialist support</p>
<p>Human Resources and Staffing</p>	<p>Main provision by class/subject teacher with advice, and support where appropriate, from ToD and other educational and non-educational professionals inc SALT and external bodies eg Audiology team, Yorkshire Auditory Implant Service (as appropriate) 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/SENDCo) <p>Written report circulated to school, family, hospital Termly electroacoustic hearing aid checks Monitoring visit to speak to pupil/SENDCo/RP Manager Issue radio aid Monitor radio aid use INSET to whole staff re hearing loss, use of radio aid, etc. Between 12 and 20 visits per year from ToD/PIM ToD input into planning, where appropriate Directing TA with appropriate training, under the direction of the teacher to:</p> <ul style="list-style-type: none"> Reinforce lesson content Deliver modified curriculum tasks Support language development <p>Possible input from non-education professionals eg SALT Additional adults with appropriate training under the direction of the teacher and ToD to:</p> <ul style="list-style-type: none"> Reinforce lesson content 	<p>Main provision by ToD and specialist support staff. with additional support from education and non-educational professionals including SALT, Educational Audiologist, YAIS team, as appropriate Ongoing assessment of needs using specialist and NC guidance Additional adults with appropriate training under the direction of the teacher and ToD to:</p> <ul style="list-style-type: none"> Reinforce lesson content Deliver modified curriculum tasks Support language development Daily hearing aid and cochlear implant checks Monitory radio aid use by specialist audiology <p>Access to deaf adult/s and peers Specialist Support Staff with appropriate BSL/communication skills Adult support for learning health and safety and risk management Daily hearing checks with liaison with parents and appropriate professionals when problems arise which cannot be rectified by school staff Monitoring visit from Educational Psychologist at least at the end of a Key Stage Issue radio aid and monitor use</p>

	<p>Deliver modified curriculum tasks</p> <p>Support language development</p> <p>Access to deaf adult/s and peers</p> <p>Specialist Support Staff with appropriate communication skills</p>	
<p>Curriculum and Teaching Methods</p>	<p>Full inclusion within National Curriculum</p> <p>Needs-led differentiation by presentation and/or outcome</p> <p>Regular opportunities for explanation, clarification and reinforcement of lesson content and language</p> <p>Specific interventions for speaking, listening and teaching of phonics</p> <p>Access to and support from a Deaf Instructor where main communication is through BSL</p>	<p>Highly individualised curriculum, teaching and support</p> <p>A clear and precise monitoring system to assess, needs, outcomes, and to inform and monitor support and progress</p> <p>Opportunities for explanation, clarification and reinforcement of lesson content and language</p> <p>Planned reviews, at least yearly, with parent and CYP</p>
<p>Resources</p>	<p>Electro-acoustic assessment of auditory equipment</p> <p>Provision of personal FM systems and soundfield systems</p> <p>Specific deaf related training opportunities for staff</p> <p>Access to a quiet room for small group and 1:1 sessions</p>	<p>Electro-acoustic assessment of auditory equipment</p> <p>Provision of personal FM systems and soundfield systems</p> <p>Specific deaf related training opportunities for staff</p> <p>Access to a quiet room for small group and 1:1 sessions</p>