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LADY ROYD PRIMARY

BRADFORD GIRLS' GRAMMAR SCHOOL CAMPUS

For girls and boys up to 11 years

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

Lady Royd Primary School is a fully inclusive school who believes that there are no limits on learning regardless of gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. This document is intended to provide information regarding the ways in which we ensure we support all of our pupils, including those with SEND. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and modified to meet the changing requirements for individual pupils.

If a child has Special Educational Needs or an Education, Health and Care Plan, then we provide the support detailed in the plan. Our offer at Ranges 1 to 3 for each area of SEN is described below.

At Lady Royd we use child centred pupil passports with SMART targets that pupils, parents and staff are all involved in the formulating, reviewing and implementing of. These are shared with all parties and used as a working document by all adults who work with the child.

		Range 1	Range 2	Range 3
Communication and Interaction Needs:	Autistic Spectrum Conditions	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. SENCo involved in assessment and observations. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include QFT strategies Parents involved regularly through updates from teacher Pupil involved in setting and monitoring targets <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with specific intervention 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 e.g. precision teaching Support with recording of work <p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> Flexibility will be needed in expectations to follow instructions/ record work Instructions supported by visual, written clues and sign 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 NC assessment tools Involvement of educational and non-educational 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 e.g. regular meetings with teacher and SENCo and SENCo keeps parents and pupils informed 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 some one to one support <p>Human resources and staffing</p> <ul style="list-style-type: none"> Additional training of staff to support curriculum modifications and social interaction, social communication and social understanding. This may also involve some modification to the environment (low stimulus; distraction-free) Use of support to implement specific materials, approaches and resources as appropriate. E.g. Circle of Friends; Socially speaking, and 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 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 plus more specialised assessment tools. E.g. SCERTs and Autism Framework 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 Curriculum plans reflect levels of achievement and includes individually focused IEP/MSP targets Consideration of more specialised planning frameworks. E.G SCERTS and Autism Framework Additional step taken to involve parents through networking with other parents and training sessions. EG. Early Bird <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

	Range 1	Range 2	Range 3
		<ul style="list-style-type: none"> • 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>strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom</p> <ul style="list-style-type: none"> • 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 • Makaton • Intensive interaction • PECs
<p><u>Glossary of terms; Autistic Spectrum Conditions</u></p> <p>SALT:- Speech and Language Therapy</p> <p>SCERTS:- Social Communication Emotional Regulation Transactional Support (www.autismspeaks.org)</p>			
	Range 1	Range 2	Range 3

<p>Speech, Language and Communication Needs</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. SENCo involved in assessment and observations. <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include QFT strategies • Planning shows opportunities for some small group targeted talk and differentiated questions • Parents informed and involved regularly through updates from teacher involved in supporting targets at home. • Pupils involved in setting and monitoring their targets. <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on identified need e.g. listening/ expressive language. • Time limited 1:1 programme based on specific need and any SALT programme as appropriate • Attention to position in the classroom and acoustics (See Acoustic Toolkit) <p>Human Resources/Staffing</p>	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 1 plus use of more detailed NC assessment tools e.g. CASPA target setting • 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. E.g. speaking and listening group • 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 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus more systematic application of assessment tools. E.g. CASPA target setting • Involvement of education and non-education professionals as appropriate. Planning • Curriculum plan closely tracks levels of achievement and all IEP/MSP 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 e.g. Early bird and signet <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/MSP targets and any SALT
	<p>Range 1</p>	<p>Range 2</p>	<p>Range 3</p>

		<ul style="list-style-type: none"> Main provision by class/subject teacher with advice from SENCO/ SALT if involved Additional adults routinely used to support flexible groupings, differentiation and some 1:1. <p>Additional adults actively support pupils by modifying teacher talk and scaffolding responses during introduction and plenary.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Increased differentiation by presentation and/or outcome e.g. visual aids, modelling responses, allowing time to answer Simplify level/pace/amount of teacher talk. High quality use of language modelled by all adults in school Increased emphasis on identifying and teaching to preferred learning style. Some use of specific group or 1:1 programmes for speaking and listening 	<p>acoustics</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher with support from SENCO and advice from SALT and specialist teachers as appropriate. <p>Additional adult, under the direction of teacher, provides sustained targeted support on an individual/group basis. May include withdrawal</p> <ul style="list-style-type: none"> Use of support to implement specific materials, approaches and resources as appropriate. E.g. Circle of Friends; Socially speaking, Narrative therapy, Toe By Toe, Time to talk and Social Stories as needed <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Increasingly individualised programme including modified tasks within an inclusive curriculum. Modify level/pace/amount of teacher talk to pupils' identified need. Teaching methods adapted to suit individual's identified learning style (eg VAK). Opportunities for explanation, clarification and reinforcement of lesson content and language. Individual targets within group programmes and/or 1:1 for speaking and listening Narrative therapy and speaking and listening groups – programmes - black sheep press, time to talk, socially speaking, games for social skills. 	<p>programme as appropriate.</p> <p>Attention to position in the classroom and acoustics</p> <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. Narrative therapy and speaking and listening groups
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Glossary of terms; Speech, Language and Communication Needs

SALT:- Speech and Language Therapy

Cognition and Learning Needs:	Moderate Learning Needs	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include QFT strategies Parents informed and involved through updates from teacher e.g. day to day contact, 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 	<p>Assessment</p> <ul style="list-style-type: none"> SENCO involved in more specific assessment and observations. SENCO may seek advice from Educational Psychologist and other educational and noneducation professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets. Additional steps taken to engage pupil and 	<p>Assessment</p> <p>SENCO takes advice from assessment by SCIL/EP and the involvement of education and noneducation professionals as appropriate.</p> <p>Planning</p> <ul style="list-style-type: none"> Curriculum plans and progress are closely monitored using school tracker, IEP and MSP targets Targets are individualised, short term and
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	Range 1	Range 2	Range 3
	<p>arrangements.</p> <ul style="list-style-type: none"> • Opportunities for small group work based on identified need e.g. listening/thinking. Human Resources/Staffing • Main provision by class/subject teacher with advice from SENCO. <p>Additional adults routinely used to support flexible groupings and differentiation</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Differentiation by presentation and activity • Simplify level/pace/amount of teacher talk. • Emphasis on identifying and teaching gaps highlighted by Learning difficulties Baseline assessment. • Opportunities for skill reinforcement/ revision/transfer and generalisation. 	<p>parents.</p> <p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream class with enhanced differentiation, regular targeted small group support. • Time limited programmes of small group work based on identified need. • Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. <p>Advice from SCIL team and Ed Psych is reflected in targets where received. 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"> • 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 1:1 carefully monitored and reviewed. Eg. Toe by toe, alphabet arc, black sheep press, write from the start, jungle journey, time to talk 	<p>specific.</p> <ul style="list-style-type: none"> • Additional step taken to involve 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/MSP 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
<p><u>Glossary of terms; Moderate Learning Needs</u></p> <p>SCIL Team:- Social Communication Interaction & Learning Team</p>			
	Range 1	Range 2	Range 3

	Range 1	Range 2	Range 3
	<p>Specific Learning Difficulties</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include QFT • Parents informed and involved through updates from teacher day to day 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. <p>Additional adults routinely used to support flexible groupings, differentiation and some 1:1.</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Differentiating for the students identified area(s) of weakness. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus more in depth assessment of specific areas of need • SENCO continues to take advice from education and non-education professionals as appropriate. <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plans and progress are closely monitored using school tracker, IEP and MSP targets • Targets are multi-sensory, individualised, short term and specific. • Additional step taken to involve 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 <p>Identified through assessment, ensuring revision and over learning are incorporated.</p> <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.

				<ul style="list-style-type: none">• Ensure transfer and generalisation of skills has occurred before teaching anything new.
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	Range 1	Range 2	Range 3
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				<ul style="list-style-type: none"> • Small steps targets within group programmes and/or 1:1
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Glossary of terms; Specific Learning Difficulties

SCIL Team:- Social Communication Interaction & Learning Team

SEMh Needs	Social, Emotional and Mental Health Needs	<p>Assessment</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. SENCO and or trained staff may be involved in more specific assessment and observations. • Pupil self assessment methods used. • Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers following school behaviour policy • Risk assessments of difficult times of the school day may be required • Progress should be a measured change in their behaviour and learning following each review cycle • Recognition of learning styles and motivational levers <p>Planning</p> <ul style="list-style-type: none"> • Normal curriculum plans include QFT • Parents informed through and involved updates from teacher day to day and supporting their targets. • Pupils involved in setting and monitoring their own in class targets <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class with attention paid to organisation and pupil groupings • Opportunities for some 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 • A quiet area in the classroom may be useful for 	<p>Assessment</p> <ul style="list-style-type: none"> • As range 1 plus more detailed and targeted observation • Use and analysis of assessment tools e.g. STAR, ABC • Assessment related to intervention strategy • Pupil self assessment extended to inform IEP/IBP • More detailed recording, monitoring of frequency, intensity, ABCs/ STAR over a range of contexts • Wider assessments for learning/other SEN • Determine engagement of necessary education/ non-education support services e.g. SCIL/ SEMH/ CAMHS <p>Planning</p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement and includes individually focused IEP targets eg specific behaviour targets related to assessment • Consideration of slightly adapted timetable • Additional steps taken to engage pupil and parents • Effective communication systems enabling all involved to provide consistent support <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • In addition to the provision at range 1 identified daily support to teach social skills/dealing with emotions to support the behaviour learning targets • Mainstream class with regular targeted small group support • Time-limited programmes of small group work based on identified need • On going opportunities for some 1:1 support focused on specific IEP targets <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with advice and support from SENCO as appropriate • Additional adult, under the direction of teacher, 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus more systematic application of assessment tools • Involvement of education and non-education professionals as appropriate through CAF processes Planning • Behaviour and curriculum plan closely tracks levels of achievement and all IEP/MSP 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 may be considered <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class, predominantly working on modified curriculum tasks • Frequent opportunities for small group work based on identified need • Daily opportunities for 1:1 support focused on specific SEBD/learning targets • PRU prevention placements (if required) offers intensive individual and small group support <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate • Daily access to staff in school with experience of SEMH, eg learning mentor, SENCO • Additional adult, under the direction of the
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		Range 1	Range 2	Range 3
		<p>individual work</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> • Main provision by class/subject teacher staff and resources usually available in the classroom. • Support/advice from SENCO with assessment and planning • Close monitoring to identify “hotspots” • Support for times identified by risk assessments • Close liaison with parents/carers <p>Curriculum &Teaching Methods</p> <ul style="list-style-type: none"> • In class differentiation of the curriculum and supporting materials enabling full access to the curriculum • Strategies developed staff trained on ‘Team Teach’ and shared with school staff, parent/carer • Increased differentiation by presentation and/or outcome • Simplify level, pace, amount of teacher talk/ instructions • Increased emphasis on identifying and teaching to preferred learning style • Opportunities for skill reinforcement/revision/transfer and generalisation <p>Preparation for any change and the need for clear routines.</p>	<p>provides sustained targeted support on an individual/group basis</p> <ul style="list-style-type: none"> • May access some learning mentor sessions to support with targets and talk • May include some withdrawal • Additional daily support provided within school to support learning and behaviour • Increased parental/carer involvement and multiagency support services to plan and regularly review IEPs • Encouragement and inclusion in extra-curricular activities. <p>Curriculum &Teaching Methods</p> <ul style="list-style-type: none"> • Modify level/pace/amount of teacher talk to pupils’ identified need. • Individual targets within group programmes and/or 1:1 • Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom • Emphasis on increasing differentiation of activities and materials and take account of individual learning styles • Short term individual support focusing on listening, concentration, social skills, solution focused approaches • Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution • Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age, play, creative activities, drama • Use of programmes such as – time to talk socially speaking and games for social skills 	<p>teacher, supports pupil working on modified curriculum tasks</p> <ul style="list-style-type: none"> • Increased access to a combination of individual, small group and whole class activities <p>Identification of ‘key worker’ with clear specification of role</p> <p>Curriculum &Teaching Methods</p> <ul style="list-style-type: none"> • Teaching focuses on both curriculum and SEMH outcomes throughout the school day • Tasks and presentation personalised to pupil’s needs • Individualised level/pace/ amount of teacher talk • Learning style determines teaching methods • 1:1 teaching for the introduction of new concepts and the reinforcement of classroom routines and expectations • Small steps targets within group programmes and/or 1:1 work tasks • Targets are monitored with the pupil daily targets • Accessing mainstream lessons for most of the time with complimentary access other internal support arrangements
Sensory and Physical Needs:	<p><u>Glossary of terms; Social, Emotional and Mental Health Needs</u></p> <p>SEMH: Social, Emotional and Mental Health CAMHS: Child adolescent mental health service IBP: Individual behaviour plan SENCO: Special educational needs coordinator</p>			

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		Range 1	Range 2	Range 3
	Visual Impairment	<p>Assessment and Planning</p> <ul style="list-style-type: none"> • Part of normal school and class assessments. • School staff aware that pupil may be experiencing visually related learning difficulties and monitor pupil performance in this respect. • Parents informed • Print size of all work and assessment materials considered <p>Grouping for Teaching • Mainstream class.</p> <ul style="list-style-type: none"> • Attention to seating position in classroom <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 and class participation. • Teaching materials may need altering depending on need 	<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. • Advice from external professionals followed e.g. ophthalmologist • IEP in place with individual targets • Additional steps taken to engage pupil and parents • Print size of all work and assessment materials considered <p>Grouping for Teaching</p> <ul style="list-style-type: none"> • Mainstream class • Attention to seating position in classroom <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Quality First Teaching • Full inclusion within mainstream class with access to small groups and some 1-1 to facilitate individual targets • 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. 	<p>Assessment and Planning</p> <ul style="list-style-type: none"> • Curriculum plans and progress are closely monitored using school tracker, IEP and MSP targets • Advice and support from Low incidence team – VI (they may do a piece of work with the child in school) • Planning based on current visual performance and prognosis of possible changes • Additional step taken to involve parents • Print size and presentation of assessment materials considered. Grouping for Teaching • Mainstream class. • Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate <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, the fatigue that may be experience due to sight loss, ICT may need to be considered for recording

Glossary of terms: Visual Impairment

VI - Visual Impairment

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 Parents informed if hearing problem is noticed <p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class with QFT Attention to seating, lighting and acoustics <p>Human Resources/ Staffing</p>	<p>Assessment</p> <ul style="list-style-type: none"> Part of school and class assessments Assessment may be needed by health or educational professional e.g. audiology or TOD (low incidence team) <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include individual/group targets as well as IEP targets relating to need Additional steps taken to engage pupil and parents <p>Grouping for Teaching</p>	<p>Assessment</p> <ul style="list-style-type: none"> Part of school and class assessments May require modification to the presentation of assessments Assessment of hearing conducted by health and educational professionals <p>Planning</p> <ul style="list-style-type: none"> Curriculum plans reflect levels of achievement and include individually focused IEP/ MSP targets
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	Range 1	Range 2	Range 3	
		<ul style="list-style-type: none"> Main provision by class/subject teacher Advice followed by professionals on effects of hearing loss, classroom management <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum 	<ul style="list-style-type: none"> Mainstream class Attention to seating position, lighting and acoustics <p>Human Resources/ Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher including some small group work or 1-1 sessions to meet targets on IEPs <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Full inclusion within National Curriculum <p>Teaching methods which facilitate access to the curriculum, social/emotional development and class participation</p>	<p>Grouping for Teaching</p> <ul style="list-style-type: none"> Mainstream class Attention to seating position, lighting and acoustics <p>Opportunities for 1:1 and small group work</p> <p>Human Resources/Staffing</p> <ul style="list-style-type: none"> Main provision by class/subject teacher Professionals may visit or work with the child in school e.g. TOD (low incidence team) TOD to Issue radio aid if appropriate School staff and SENCO to monitor radio aid use Up to 6 visits per year from TOD 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 Makaton

Glossary of terms; Hearing Impairment

TOD – Teacher of the Deaf

SALT – Speech and language therapy

	Range 1	Range 2	Range 3
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	<p>Multi-Sensory Impairment</p>	<p>See HI and VI guidance</p>	<p>See HI and VI guidance</p>	<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/ MSP targets are individual, short term and specific • Additional step taken to involve parents <p>Grouping for teaching</p> <p>Daily opportunities for small group work and individual support to ensure access to new experiences and afford opportunities to complete work, preview and review lessons</p> <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> • Significant modification to learning materials and curriculum delivery • Individual mobility and independence/life skills programmes <p>Human Resource and Staffing</p> <ul style="list-style-type: none"> • Daily access to individual support, trained to meet the needs of pupils with MSI • Frequent visits from low incidence team (MSI) • Input from other educational and noneducational professionals as appropriate • Need for balanced approach to support and intervention to facilitate social inclusion
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	Range 1	Range 2	Range 3
<p><u>Glossary of terms Multi-Sensory Impairment</u></p> <p>MSI – Multi-Sensory Impairment</p>			
<p>Physical Difficulties</p>	<p>Assessment</p> <ul style="list-style-type: none"> Part of normal school and class assessments. Assessment of physical need may need to take place by external professionals <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include QFT Parents informed and involved through updates from teacher day to day children involved in monitoring and supporting their targets. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible approach to grouping Thought given to position in classroom and ability to physically access the work given <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Pre handwriting assessment and relevant skills practice <p>Resources</p> <ul style="list-style-type: none"> May need access to basic equipment such as pencil grips, stubby handled paint brush. Main support teacher and class staff with support from SENCO. 	<p>Assessment</p> <ul style="list-style-type: none"> As for range one but with advice from low incidence team 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 Additional steps taken to engage pupil and parents e.g. regular meetings with teacher and SENCo and SENCo keeping parents informed 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 e.g. motor skills programme Opportunities for 1:1 support focused on specific targets <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Mainstream classroom setting accessing the curriculum with use of differentiation for physical needs Pre handwriting skills programme Dressing and undressing skills programme. Access to appropriate ICT equipment. May need specialist seating and or furniture or equipment. Circle time activities to help boost self esteem. <p>Resources</p> <ul style="list-style-type: none"> Class teachers and support staff with support from SENCO and or specialist support service when needed Input from additional adult to provide targeted support under the direction of teacher. 	<p>Assessment</p> <ul style="list-style-type: none"> For mobility and curriculum access to be carried out by both educational and health colleagues. E.g. OT, physio, low incidence (PD team) May need specialist seating assessment 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/ MSP 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. Social group input may be necessary to help with low self esteem. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Programme to support pre handwriting and handwriting skills Differentiated writing materials and equipment Differentiation to PE curriculum. Dressing and undressing skills programme Motor skills programme ICT equipment to aid recording and possibly AAC. <p>Will likely need specialist seating and or furniture or equipment.</p> <p>Resource</p>

			<ul style="list-style-type: none">• Flexible uses of classroom support to
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	Range 1	Range 2	Range 3
		<ul style="list-style-type: none"> • Some support/ supervision may be needed to meet hygiene needs and or outside play and at lunch time • Adapted materials, seating etc as recommended by professionals 	<ul style="list-style-type: none"> • access curriculum and develop skills in recording. • Resources as recommended by external professionals • Training and advice from specialist support service for teaching and support staff.
<u>Glossary of terms Physical Difficulties</u>			

Outside Agencies

Below we have listed some of the outside agencies that may be involved in supporting pupils with SEND **Education services:**

Special Educational Needs Support Service, Educational psychology, Small STEPS, Portage (pre-school – home-based), Service for physical disability, Hearing impaired service, Visually impaired service, Education welfare service (attendance), Parent partnership service. **Health/social services:**

Speech and language therapy, Occupational therapy, Specialist consultant, General practitioner, Paediatrics, Health visitor, School nurse, Child and adolescent mental health service – CAMHS, Social services, Physiotherapy and Podiatry.