



PARK HALL ACADEMY

Special Educational Needs Disability (SEND) Policy

Approved by:

Mrs. G Frost, Principal

Date: April 2024

Next review due by: April 2025

Values, Aims and Objectives

Park Hall Academy Values and Expectations

We believe that:

- Every child is entitled to experience success.
- Every child is entitled to have his or her particular needs recognised and addressed.
- Every child is entitled to the greatest possible access to a broad and balanced curriculum, including the National Curriculum.
- Every child, where appropriate, should be taught together with its peers, for as much time as possible.
- There is flexibility to provide special provision in relation to the individual needs of the child.
- It is the responsibility of all teachers to identify and meet the Special Educational Needs of children.
- The SEN budget should be targeted to meet the needs of those children identified on the SEN register.
- Special education provision is more effective if learners and parents are fully involved.

At Park Hall, we seek to be inclusive and to value each individual pupil. This is reflected in our school

expectations:

- Enjoy Learning
- Try Your Best
- Show Respect
- Be Safe
- Work Together

Our values are at the **HEART** of everything we do;

- Honesty
- Enjoyment
- Achievement
- Respect
- Trust

Our SEND policy aims to:

- Work within the guidance provided in the SEND Code of Practice 2014.
- Define special educational needs and disabilities (SEND).
- Identify the roles and responsibilities of everyone involved in providing for pupils with SEN.
- Create an inclusive curriculum for all children.
- Ensure each child receives their full potential through high quality teaching and learning.
- Raise the aspirations of and expectations for all pupils with SEND and provide a focus for outcomes for children.
- Set out how our school will support and make provision for pupils with SEND.

Objectives

In order to provide for the needs of learners with SEND, we seek to:

- Provide an environment where all learners are valued, nurtured and empowered to be the best they can be.
- Ensure that all members of our Park Hall family enjoy learning, are passionate about achieving their best, work together, recognising that "Together everyone achieves more", show respect for others and take responsibility for ensuring that they and others feel safe.
- Ensure that every learner has an equal opportunity.
- Ensure the progress of all learners through access to a broad, balanced curriculum.
- Ensure early identification and assessment of SEN.
- Ensure that a learner with special educational needs and disability should have his/her needs met through targeted intervention support.

- Maintain links with specialist services in identifying, assessing and providing for the needs of children with SEND.
- Foster self-esteem and an enjoyment of learning, by recognising and celebrating success.
- Work in partnership with parents/carers, the learner themselves and other professionals to ensure that the needs of pupils with special educational needs and disability are met.
- Ensure policies and provision are monitored and regularly reviewed.
- Set high aspirations and expectations for learners and young people with SEND.
- Maintain and ensure strong home/school links.

Basic Information

The SENCo for Park Hall Academy is Mrs Victoria Bunn. The SEND Team consists of Mrs Bunn, SENCo, Mrs Preston, Vice Principal, Mrs J Jones, Nursery Lead and Miss K Hoddy, Extended Home School Link Worker. The SEND Governor is Mrs Sue Hawley. Park Hall is a mainstream primary academy committed to inclusion. We aim to maintain and extend the school's culture, policies and practices of inclusion for all learners.

Legislation and Guidance

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training (Code of Practice 2014 6.1)*

This policy is based on the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- Equality Act 2010
- All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

Definitions (Reference- Code of Practice 2014)

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

SEN Support (Reference Code of Practice 2014: 6.44-6.56)

- Pupils not making progress will be placed on the SEN register at Sen Support and additional or different provision will be provided. Any support via Quality First Teaching and additional support will be supported by the school's SEN budget and regularly reviewed by teaching staff. Targets will be monitored and reviewed according to the Graduated Approach of Assess, Plan, Do, Review.

- Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN Support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. The four-part cycle is known as:
 - Assess
 - Plan
 - Do
 - Review

Education, Health and Care Plan (EHCP) Reference - Code of Practice 2014: Chapter 9

- Prior to considering a request for an EHC plan, SEN support should be adapted or changed depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care plan.
- The Graduated Approach (GA) guidance created by S-on-T in order to provide information about what support is ordinarily available to CYP with SEND and their families within the City will be used to ensure the pupil's needs are at the appropriate range.

Categories of SEN (Reference- Code of Practice 2014: 6.28-6.35)

Our academy currently provides additional and/or different provision for a range of needs, including:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and its needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation do do. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Roles and responsibilities

The SENCo

The SENCo will:

- Work with the Principal, Vice Principal and the Local Governing Committee to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Work with the Principal and Senior leadership team to analysis the assessment information of SEND pupils and monitor the provision of SEND pupils.
- Ensure annual reviews for pupils with an Education, Health, Care Plan are carried out at the appropriate time.
- Liaise with the relevant Designated Teacher where a Looked After pupil has SEND.
- Liaise with parents/carers of pupils with SEN where necessary.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Principal and Local Governing Committee to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Ensure the School's Local Offer is kept up to date and appears on the website.

The Local Governing Committee

The LGC will:

- Monitor the quality and effectiveness of SEND and disability provision within the Academy.
- Work with the Principal and SENCo to determine the strategic development of the SEND policy and provision across the Academy.

The Principal

The Principal is Mrs. G Frost.

The Principal will:

- Have overall responsibility for the provision, management and progress of learners with SEN and/or a disability.
- Work with the SENCo and LGC to determine the strategic development of the SEN policy and provision in the school.
- Keep the Local Governing Committee fully informed and work closely with the SENCo. The Principal will inform the Local Governing Committee of how the funding allocated to support special educational needs has been deployed. The Principal and Local Governing Committee should

consider the academies strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as pupil premium.

Class Teachers

Each Class Teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEND where pupils access support from learning support assistants or specialist staff.
- Working closely with any learning support assistants or specialist staff to monitor, plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Delivering quality first teaching and learning which is differentiated to meet the needs of individual pupils.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they adhere to the SEND policy.

Identifying pupils with SEN and assessing their needs

- Class Teachers will make regular assessments of progress for all pupils and identify those whose progress:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether something different or additional is needed.
- Before your child enters our Early Years Foundation Stage, our staff contact parents/carers and carry out home visits. This involves discussing whether your child has already received any support for their needs. We also have discussions with previous settings or outside agencies involved to enable us to support your child best. If your child has a special need we will:
 - Use the Assess, Plan, Do, Review Graduated Approach to supporting their needs.
 - Talk to you about your child's difficulties so we can understand their needs.
 - Carry out assessments of your child's learning so we know which skills they need to learn next.
 - Support your child through interventions to support them in an area of their learning.
 - Monitor their progress and discuss with parents on a termly basis.
 - Seek advice from other services as appropriate.
 - Tell you how to get in touch with Parent Partnership services (SENDIASS) who can offer advice and support.
- All children are assessed at the start of the Nursery and Reception years as part of the baseline assessment for the Early Years Foundation using the Development Matters Tool. The language of all Nursery children is assessed using the Stoke Speaks out Early Communication Language Screening Tool. We use this information as starting points for learning and to develop a personalised learning journey, which provides appropriate support and challenge for every child. As part of the induction process, parents/carers are encouraged to discuss any concerns with the class teacher.
- There is rigorous tracking of pupil progress in all year groups, which is analysed by teaching staff and the Senior Leadership team at termly pupil progress meetings. We expect that all pupils achieve at least the expected level of progress and we set ambitious targets to ensure that all learners are challenged to achieve their potential.
- In deciding whether to make special educational provision for a pupil, the school will follow the Graduated Approach of Support outlined below.

Identification of SEN needs

At **Step 1 (Quality First Teaching)**, children will have been identified as presenting with some emerging difficulties in an aspect of learning. Eg literacy, numeracy, motor coordination, speech, language, behaviour, social, emotional and Quality First Teaching support will be in place to address their needs.

- Class Teacher will refer to the SEND Stoke Graduated Approach Range 1 (Quality First Teaching) guidance and will ensure the characteristics of Quality First Teaching is in place.
- Class Teacher will have identified the pupil to Assistant Principal & discussed as part of Raising Attainment Plan progress meetings.
- If this level of support is not sufficient, Class Teacher will move pupil to Step 2 in consultation with parents/carers and discuss further support with parents/carers.

At Step 2 (Initial Support), the difficulties identified at Step 1 continue and there will have been no significant measured change in the target skill despite Quality First Teaching and Range 1 support.

- Based on the main area of concern, the Class Teacher will refer to the appropriate Stoke Graduated Approach Range 2 support document (Initial Concern) and implement further strategies to support the pupil.
- Class Teacher will complete the 'Initial Consultation' form with parents/carers and implement further strategies at Stoke Graduated Approach Range 2 and will inform the SENCo and Assistant Principal.
- After a period of initial support eg ½ term / term depending on severity of concern, the Class Teacher will review the provision put in place and discuss next steps with SENCo and Assistant Principal. Based on progress, a decision will be made to monitor or move to Step 3.
- Class Teacher will consult with parents and complete Initial Consultation Review.

At Step 3 (SEN SUPPORT) difficulties identified at Step 2 worsen and there is no significant measured change in the target skill despite Quality First Teaching and Range 1 and 2 support.

Children who have been identified as having SEN requiring provision that is additional to and different from the mainstream curriculum. (SEND Code of Practice 2015).

- Additional assessments will be completed to support identification of need for the SEN Register and targets for the Pupil Passport.
- Class Teacher, Assistant Principal and SENCo will meet to discuss assessment data and refer to SEND Stoke Graduated Approach Range 3 to identify the area of need if a pupil is moving to Sen Support.
- Class Teacher will consult with parents/carers and complete the 'Pupil Passport' and follow: Assess, Plan, Do, Review cycle. SEND Register parental consent will be given.
- 'Pupil Passport' will be updated with new targets & reviewed by Class Teacher and discussed with parents/carers termly.
- If difficulties become significant and enduring the school in collaboration with parents/carers will discuss whether access to specialist advice & assessment is required. If so, a referral to specialist services will be completed.
- Following any Specialist team support for a child in school, report advice will be implemented and reviewed.

At Step 4, Enhanced SEND Support, children will have significant and persistent difficulties which significantly affect their access to the curriculum and school life.

- Following a review of specialist advice, Class Teacher, Vice Principal/Principal and SENCo will meet to discuss significant & persistent difficulties. Class Teacher & SENCo will meet with parents.
- A decision on making a case for an Education, Health, Care Plan will be made collaboratively by SENCo, Class Teacher and Principal/Deputy in consultation with parents/carers.
- At a Local Authority (LA) panel review meeting, the LA will make a decision on whether to carry out an assessment of a child's needs and following the assessment process the Local Authority will make a decision on whether to issue a child with an Education, Health, Care plan to further meet their needs.

- School holds termly Teacher- Parent- Pupil Consultation meetings where progress, attainment and targets are discussed. A child, who has been identified as having a Special Educational Need, will also have their Pupil Passport targets discussed and reviewed with parents/carers in collaboration with the Class Teacher.
- If parents/carers have any concerns about their child, they should speak to the Class Teacher in the first instance. If parents/carers have concerns prior to their child joining the school, either going into the Foundation Stage or at any point, parents/carers should ensure that the school are aware of their concerns as soon as possible so that relevant support can be put into place ready for their child's arrival. This will help to ensure that children settle quickly into school and that the appropriate support is in place to help each child.

The Graduated Approach to teaching pupils with SEN

'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.' (Code of Practice, 2015)

The graduated approach is about early identification of children and young people's needs and any barriers to learning. The approach offers guidance in how to start to remove these barriers so that children and young people can learn and progress together at their own pace. The removal of barriers sometimes means that we have to teach children and young people new skills and at other times, we may need to make adjustments so that they can access their environment, learning, friendships and the wider community. The graduated approach is about giving children and young people the support they need when they need it. It is not about giving all children and young people with SEND the same provision. The graduated approach is about providing the support children and young people need when they need it, it is not about all children and young people getting the same.

We provide support for any child who has additional needs applying the 'assess, plan, do, and review' approach to provision as described in the Code of Practice. In the first instance, all teachers provide Quality First Teaching for all pupils at Step 1 and use adaptive approaches to support access to the curriculum.

If a child needs further support beyond this, the Class Teacher is initially responsible for planning appropriate Initial Support at Step 2 to address particular gaps or issues as part of the Identification of SEN process outlined above. After review, where the additional support does not adequately bridge the gap and there are concerns that there may be special educational needs, further support at Step 3, SEN Support will be implemented. A pupil will receive targeted intervention support through their Pupil Passport targets and the child will be identified at Sen Support on the SEN register. Additional support will be individual to the pupils and will be dependent on their needs. Parents/carers are involved at all stages as they have a key role in planning for their child's provision and supporting with their child's progress. This may be through adaptive teaching approaches. Additional support is planned on a termly basis, taking into account the need for pupils to have access to a full, broad and balanced year group curriculum, whilst having their additional needs met. Any child who is on the SEN register will have a Pupil Passport, which details the specific targets to address their areas of need. These are updated termly and are saved in the child's individual Personalised Learning Journey (PLJ) files on Showbie (secure cloud based storage system) These are available throughout the day on the children's iPad's (yr1-6) or teachers iPads (Lower Foundation -Upper Foundation). The Class Teacher and parents/carers have access to the passport via the child's individual Showbie file in order to ensure the needs of the child are being met, with parents supporting their child further at home. Parents/carers are involved with the review of their child's support termly. Parents/carers will be consulted about any additional support that their child may receive and are asked to support their child with any homework or additional activities that reinforce the support they receive in school. Parents/carers comments are noted and added to the passport before it is updated for the coming term. Staff adapt their teaching approaches according to the needs of the individual child; examples of this may be through the language used, the amount of information in an instruction, table prompts, use of concrete resources, flexible groupings, or additional staff support. Where there is outside agency involvement for a pupil, any specific requirements that have been advised are shared with all staff working with the child and incorporated into the support provided.

Where the school requires more specialist advice and assessment, at Step 4, Enhanced SEN Support, the SENCo in consultation with parents, teachers and Senior Leadership Team will consult with other specialist services. More specialist advice may be required for a child:

- Who continues to make little or no progress in specific areas over a sustained period.
- Continues working at levels below that expected of children of a similar age.
- Is believed to have a learning difficulty which requires specialist assessment.

- Has emotional or behavioral difficulties, which regularly and substantially interfere with the child's own learning or that of the class.
 - Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
 - Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
 - Despite having received intervention, the child continues to fall behind the level of his or her peers.
- The SENCo and Class Teacher, together with the specialists, and involving the pupil's parents, should consider a range of evidence based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.
 - Following a review of specialist advice, Class Teacher, Vice Principal/Principal and SENCo will meet to discuss significant & persistent difficulties. Class Teacher & SENCo will meet with parents.
 - A decision on making a case for an Education, Health, Care Plan will be made collaboratively by SENCo, Class Teacher and Principal/Deputy in consultation with parents/carers.
 - At a Local Authority (LA) panel review meeting, the LA will make a decision on whether to carry out an assessment of a child's needs and following the assessment process the Local Authority will make a decision on whether to issue a child with an Education, Health, Care plan to further meet their needs.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class including those with SEN.

- **Quality first teaching is provided to all pupils and is our first step in supporting pupils who have SEN. Teachers are responsible and accountable for the progress and development of ALL pupils in their class, including those with SEND,**
- All learners are entitled to access to high quality learning opportunities and appropriate resources to meet their individual needs. All learners have access to a range of visual prompts, concrete apparatus (such as maths toolkits) and multi-sensory approaches to learning. All pupils from year 1 to year 6 use an individual iPad to enhance their learning and support access to the curriculum through the use of a range of supportive tools such as coloured overlays on the screen, voice note recording by both learner and staff (feedback), screen recording/ video to enable learners to be more independent through access to modelled examples to name but a few. Enrichment opportunities and the outdoor environment is used as a teaching resource to engage and support the learning of pupils, helping learners to know more, learn more and remember more.
- Learners are supported in class with the assistance of the learning environment (learning walls which include learning journey displays, enabling learners to reflect and retrieve prior learning that has taken place to build further knowledge upon. A focus on vocabulary throughout the curriculum enables all learners to communicate like geographers, historians etc alongside scaffolds such as sentence stems and communication mats. Mastery teaching ensures access to the curriculum for all learners and is delivered in small steps allowing them to 'keep up, not catch up'. The promotion of a growth mindset supports all learners in believing that everyone can achieve, creating the opportunity for success – 'I can and I will!'
- Reading is the key to all learning, understood by all learners. Learners read across the curriculum in addition to dedicated reading time, with the lowest 20% of readers reading to an adult at least 3x weekly.

See Appendix 1 – Provision to support access to the curriculum

What additional support is in place for some learners?

- Those learners who require extra help may be provided with small guided group adult support in class and may receive access to additional visual or concrete resources to ensure that they can access activities.
- Learners with SEN who require further support will be provided with targeted intervention support as part of their SEN Pupil Passport, which includes specific small group or 1:1 interventions and

strategies to address their specific area of need which may include social, emotional, mental health support provided by the Extended Home School Link Worker, Miss K Hoddy

- All pupils with special educational needs have Personalised Learning Journey Files (PLJ) on Showbie which address their Pupil Passport targets.
- Where a child has a disability, reasonable adjustments will be put into place to support a child.
- If a child has medical needs then a Care Plan will be written by the Class Teacher in conjunction with the parent and medical professionals and shared with relevant staff in school.
- Data tracking of progress and analysing individual pupil data by the Class Teacher and Senior Leadership Team, highlights children who are not making expected progress. Additional support for individual pupils or groups is identified on Raising Attainment Plans to support individuals with their learning, reviewed termly.
- School staff will work in partnership with parents/carers. If we think we need to consider asking the Local Authority to carry out a coordinated assessment of the child's needs because more advice/resources are needed to help your child to make progress, parents are also an integral part of this process. This assessment may result in an Education, Health, and Plan for the child, if the local authority feels that is necessary

See appendix 2 -Strategies/ programmes to support.

Enabling pupils with SEN to engage in activities outside the classroom,

- School visits are available to all our pupils. In collaboration with the pupil Park Hall Parliament enrichment opportunities are carefully planned to enhance the curriculum. Transport, activities and venues are risk assessed and staff ensure that they are suitable for all learners.
- Extra-curricular activities are available to all our learners, including the before and after school club, Footprints.
- All learners take part in sports day/school plays/special workshops and themed days.
- All learners are included in all aspects of school life wherever possible, careful risk assessments and extra support is put in place where necessary.
- The school seeks to make reasonable adjustments to adapt any activity to enable all children to participate fully in school life.

Monitoring and Evaluating SEN provision

Every child is entitled to quality first teaching. The Senior Leadership Team carry out rigorous monitoring and evaluation approach to the teaching and learning across the school.

The Senior Leadership Team will monitor through:

- . Formal and Informal lesson looks (observations)
- . Learning Walks
- . Book Looks and Showbie Looks
- Planning Looks
- . Pupil Progress Meetings
- . Analysis of data
- . Pupil Conversations
- . Appraisals
- . CPD

To ensure quality and personalised provision the SENCo and Senior Leadership Team will also monitor through:

- . Pupil SEN PLJ File monitoring on Showbie
- . SEN Provision maps
- . Analysis of data
- . SEN Intervention monitoring
- . SEN termly reviews with class teachers, parents and pupils
- . Learner voice interviews
- .

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. There will be a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessments and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The views and experience of parents.

- The pupil's own views.
- Advice from SENCo and external support services, if relevant.

All teachers and learning support assistants who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. They will regularly review the effectiveness of the support and interventions and their impact on the learner's progress termly.

- All learners are assessed at three main points through the year (Christmas, Easter, and Summer/end of the school year) and progress meetings are carried out with Class Teacher and Assistant Principal. Any concerns of children not working at expected levels are identified through the RAP (Raising Attainment Plan) plans with strategies to raise attainment identified.
- To ensure SEN pupils are making progress, their progress in Reading, Writing and Maths is tracked termly and formally recorded on Arbor, the school's data tracking system, on a termly basis where the data is analysed by the Senior Leadership Team in conjunction with the class teacher. Pupils working Well Below age related expectations for Reading, Writing and Maths are monitored by Class Teachers and progress steps measured using PIVATS. (Performance Indicators for Value Added Target Setting) system.
- Any personalised targets for learners with SEN will be recorded on a Pupil Passport, which indicates what strategies, and interventions are needed to support them. These will be shared with parents at termly meetings. As part of this, teachers will establish with parents how they will support their child at home. Passports are reviewed with parents and learners and further targets identified.
- In order to monitor progress the impact of interventions is measured by staff supporting learners at the start and end of the period of the intervention, which may be in the form of an assessment, questionnaire, sample of work etc. Class Teachers will determine where improvements are being made or whether an intervention needs adapting through the monitoring of impact throughout each term. This information is shared with the SENCo through termly provision map meetings and with parents/carers through termly review meetings.
- Interventions and SEN Provision Maps are monitored by Senior Leadership Team to ensure quality provision.
- Standardised Tests are administered to SEN learners, which provide measures for reading ability, comprehension, spelling, receptive and expressive language.
- Pupils with an EHC Plan have progress towards their EHC plan milestones recorded by the staff supporting them throughout each term on their Termly Progress Review Document. In addition, all learners with an EHC plan have an annual review, where the provision of the EHC Plan milestones are reviewed, amended and new milestones are set, in consultation with the learner, parents/carers, school staff and other external agencies involved. This information is sent to the Local Authority Reviewing Caseworker, where a decision is made on the band and provision to be put in place for the following year.
- As part of Quality First Teaching, all learners, including those with SEN, receive verbal and visual feedback about their learning to ensure that pupil's understand where they have achieved and to identify misconceptions which can then be addressed. In addition, the voice-recording feature on the iPad enables pupils to receive personal, effective feedback and dialogue between teacher and pupil, motivating learners to improve further. The use of voice recordings/ notes by pupils in response to feedback removes a layer of cognitive load and ensures that pupils with literacy difficulties are not inhibited by having to write feedback.
- If at any time parents/carers and/or teachers are concerned about any issue or progress of a learner, then additional meetings will be arranged at a mutually convenient time at any period throughout the year.
- School make reasonable adjustments to ensure that learners with SEND are able to access all facilities. The school's Accessibility Policy can be found on the school website.
- If there is a language spoken that we do not have in school we make use of google Translate and may request a translator through the local authority service to support parents /care during meetings/reviews.

Consulting parents/carers of children with Special Educational Needs in their education

- We believe in building strong partnerships with parents/carers and welcome parents to participate in school life. We engage the support of all parents/carers at home, in school and with specific visits and events such as parent workshops (phonics, maths NCT's), special event days such as Well-Being Harvest Walk, King's Coronation and class/ celebration assemblies.

- There are opportunities provided throughout the year, which allow parents/carers to work alongside their children on projects within the classroom environment, and parents are invited to learning workshops.
- We have a Park Hall Family Association of which all parents/carers are invited, and encouraged, to become active members of.
- Our Local Governing Committee has parent representatives who actively seek the views of other parents/carers.
- Our newsletters, assemblies, parent workshops and information provided on the website all contribute to ensuring that parents/carers are fully involved in their child's learning journey. The use of Class Dojo is an app we use to connect teachers, pupils and their families through communicating messages, information videos and newsletters as well as the ability for parents to message teachers. The academy FaceBook page is used as a window in to daily life of learners, where we proudly share with parents/cares photos and videos of enrichment, learning, celebrations etc.
- The Park Hall curriculum is broad and balanced, language rich and creative and based on 4 'Big Ideas' – 'Every Child a Reader' 'A Love of Learning' 'Be Inspired; Be Aspirational' 'Expert Learners'. High quality learning and teaching develops learners' knowledge and skills through the sequential, progressively planned curriculum and as a result pupils learn more, remember more and remember more. Reading, oracy, and vocabulary are promoted throughout the curriculum through the careful selection of texts, subject specific vocabulary and opportunities for learners to perform; enabling them to bring their learning to life. The curriculum overview is available on the academy website to ensure all parents/carers are aware of their child's learning journey.
- It is vital that parents /carers support their child's learning journey through daily home reading, recording this within their child's reading diary and supporting their child with homework activities.
- During Teacher- Parent- Pupil Consultation meetings, learners attainment and progress is discussed and parents will know how well their child is progressing and what steps are needed to ensure further progress. Prior to a pupil being placed on to the SEN Register, parents/carers are invited for an Initial Consultation meeting with the Class Teacher where the provision and support to be put in place are discussed.
- The school involves parents in their child's learning through termly Teacher -Parent-Pupil Progress meetings, for a child with Special Educational Needs, there will also be an opportunity to discuss a child's Pupil Passport and progress towards their targets. As part of this, teachers will ask parents how they will support their child at home.
- Parents/Carers of children with an Education, Health Care Plan will be involved in annual review meetings with the Class Teacher and Senco. At these meetings the provision of the EHC Plan targets are reviewed, amended and new targets are set, in consultation with the pupil, parents/carers, school staff and other agencies involved. This information is sent to the Local Authority Reviewing Caseworker, where a decision is made on the band and provision to be put in place for the following year.

Involving pupils with Special Educational Needs in their education

- Pupils with SEN have Pupil Passports and/or Individual Education Health Care Plans, which set out their individual needs, targets and the support needed to achieve them. As part of this, pupils are consulted each term to review these and asked for their views.
- At SEN Support this includes 'what I want you to know', 'what I am good at' and 'what I like'. As part of EHC reviews as set out by the Local Authority, pupils share, 'what is important to me', 'what people like about me and what I like about myself', 'how best to support me' and 'how best to communicate with me'.
- During the termly SEN Review meetings with teachers and parents/carers, pupils share their views on their progress.
- Park Hall Academy, actively listen to the Pupil Voice of all learners in school, including those with identified Special Educational Needs.
- The SENCo and Senior Leadership Team also gather pupil's views during pupil interviews throughout the year.
- There are opportunities to take on leadership roles throughout the school such as Pupil Parliament and leadership roles for Well-Being, Apple and Sports Ambassadors. Staff and parents support pupils in applying for these roles support them.

Supporting pupils moving between phases and preparing for adulthood

To ensure a smooth transition into school, parents and children receive the following support:

- When children join the school in the Foundation Stage, we offer a home visit in order to meet the child in their own environment.
- All nursery parents/carers are invited to an induction meeting, where they are given all of the information required about our academy before their child starts.
- We also hold a series of transition 'Stay and Play' sessions where the child and parent/carer come to spend time in the Foundation Stage setting.
- Children and parents/carers, who are interested in joining the school in other year groups, are encouraged to visit the school. When a child joins the school, we ask parents/carers to share any concerns they may have regarding their child with their Class Teacher. Where a child has previously been identified as having a special educational need or disability, the school will gather information from the previous setting and any external agencies to best support the child.
- As necessary, the school will request training e.g. where needed for medical interventions. We communicate with previous establishments to support a child's transition and for some SEN pupils; a phased transitional period may be offered to help the child to settle where appropriate.

To ensure a smooth transition between year groups in school:

- There is a consistent approach in promoting positive behaviour, with all staff and pupils follow. This ensures that all children understand our academy expectations and pyramid system.
- Planned transition opportunities take place over a week to prepare pupils for the next stage in their learning journey. Teachers and children get to know one another and positive relationships are developed which allow children to look forward to their next transition.
- Learners engage in activities with their new teacher during transition, which will be displayed in their new class at the start of the year, to make them feel welcome and have ownership of their new class.
- Children with additional needs will have additional transition sessions prior to the full week at the end of term. This may involve additional conversations with their new teacher or visits to the classroom so they feel more prepared for the transition.
- Additional resources are prepared for some pupils, such as a visual photo book of their new class and staff, which parents can share with their child over the summer holidays to support them further.
- Class Teachers have transition time to pass on information about each child in their class, including those with SEN to their next teacher.
- The previous teacher also passes on medical and other information about a child to the new teacher.
- Additional information may be passed to the new Class Teacher from the Extended Home School Link Worker and SENCo.
- Transition information presentation is provided to all parents electronically.
- Opportunities are provided for children to experience any new routines in the summer term so they are comfortable and familiar with these such as lining up before school/ playtimes in their new allocated location, playtimes/ lunchtimes etc.

To ensure a smooth transition into high schools our academy organises the following:

- Opportunities for the children to attend workshops at local high schools.
- Meetings between Class Teacher and Year 7 Head of Year &/or Pastoral Team.
- Meetings between the SENCo and Extended Home School Link Worker and the high school SENCo and Pastoral Team, where needed.
- Opportunities for SEN children to visit their choice of high school with a EHSLW, SENCo or Learning Support Staff where needed.
- Files are handed over to high schools or to the new school at the point of transition.
- Our e-copies of documents are only accessible by relevant members of staff and are transferred once the child leaves school. We use CPOMS to store SEN information and safeguarding documentation securely and confidentially.

Staff Expertise and Training

- SENCo has the NASENCO Award (National Award for SEN Coordination) and Post Graduate Certificate in Special Needs Coordination.
- There is a wealth of subject expertise within our academy. We have Specialist Leaders of Education for Early Years, Phonics and Maths, who are all involved in supporting staff in our own academy and across the St Bart's Academy Trust – 'Release Potential Together'

- We are highly committed to providing opportunities for the continuing development of all staff. Learning and teaching staff, take on an active role in their own development in order to meet the needs of all of the pupils that they teach and support.
- Safeguarding training is regularly reviewed (at least annually) alongside monthly safeguarding bulletins. All staff are at least Level 1 Safeguarding trained.
- Learning Support Assistants are all highly skilled in their roles and receive on-going training in a variety of interventions led by the Senior Leadership Team, SENCo, EHSLW, other staff or other agencies where necessary.
- Continued Professional Development is delivered ongoing and is linked to the needs of the academy and our children.
- All staff including Senior Leaders(NPQSL), Class Teachers, SENCo, Extended Home School Link Worker and Learning Support Assistants attend courses to develop specific skills for supporting children, linked to the School Development Plan and recommended by Senior Leadership Team.
- We have support from the Speech and Language Service, Inclusive Learning Service and Educational Psychologist, Dr. Alison Smedley, to support staff working with pupils with SEND. In addition school access the support of an NHS Mental Health Well-Being Practitioner who can support children around some aspects of well-being such as low mood, anxiety, transition alongside parental involvement.

Securing equipment and facilities

- The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. Children with an 'Education, Health Care Plan' will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Their EHCP clearly lays out the provision needed as a recommendation.
- Equipment is provided on an individual basis.
- Specialist equipment and resources may be loaned by specialist services such as Occupational Therapy or Inclusive Learning Services if available.

Support for improving emotional and social development

- A dedicated team of professionals are committed to encouraging positive relationships and ensuring that your child meets their full potential. These include Teachers and Learning Support Assistants in the classroom, the SENCo and our Extended Home School Link Worker.
- In addition the school is supported by an NHS Mental Health Well-Being Practitioner and with parental involvement referrals can be made by the EHSLW to support pupils social, emotional needs. eg low mood, anxiety, transition
- All pupils are encouraged and given opportunities to talk about their well-being through work in weekly PHSE lessons and assemblies. PHSE is taught through the Kapow Primary Scheme. Each year group features a unit of lessons based on the themes of :
 - Family and Relationships. Including bullying , stereotyping and respecting differences
 - Health and Wellbeing. Exploring physical and mental health.
 - Safety and the changing body. Featuring digital safety, road safety, puberty and first aid.
 - Citizenship. Looking at responsibility, community and democracy.
 - Economic Wellbeing, Exploring money and career aspirations.
- Pupils with Social, Emotional, Mental Health targets on their Education, Health Care plans have these reviewed termly and annually as part of their EHC Plan Annual Review.
- Pupils have access to social emotional programmes as part of their Pupil Passport intervention support.
- Attendance is monitored rigorously by the school's attendance team, which is made up of the Principal, the Attendance Officer and the Extended Home School Link Worker. Parents are informed when their child's attendance falls below expectations through telephone calls, by letters and finally parents are invited to a formal attendance meeting where a supportive attendance improvement plan is completed. We actively challenge and support parents/ carers. All pupils are also aware of the expectation for good attendance through our own attendance mascot HERO (Here, Everyday Ready On time) weekly assemblies, rewards and continual reminders.
- Pupil attendance home visits are ongoing / pupils may be collected and brought into school.
- Termly attendance letters are sent home to all parents to inform them of their child's attendance (pink letters for tickled pink, green letters for green for growth, red letters for serious concerns), as attendance is a key indicator for pupils ongoing success now and in the future.

- Our Extended Home School Link Worker provides support for our vulnerable families from the onset and seeks to work in partnership with families. We welcome parents who have any concerns linked to their child's well-being, to come into school to discuss support opportunities. If a child appears to be upset, we will speak to parents/carers and offer support to the child and their family.
- The school actively seeks to support children and their families through Early Help and intervention.
- Referrals to external agencies for counselling, bereavement, young carers support or for social emotional support via the Mental Health Well-Being Practitioner can be accessed.

Medical Conditions

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a coordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions.' (SEN Code of Practice 2014).

Please also refer to the SBMAT Medical Needs Policy, available on our website.

Including pupils with SEN who are looked after in local authority care

Children who are looked after by the local authority have the same rights as all children. It is recognised that they may have additional needs due to attachment issues, early neglect, separation and loss, trauma and several placement moves. These barriers to learning may affect their educational outcomes and their personal, social and emotional development. The school's designated teacher, Mrs J Preston, Vice Principal, monitors the provision for looked after pupils.

Working with other outside agencies

- All parents/carers are consulted before the school seeks support from outside agencies. Class Teachers, the SENCo and Extended Home School Link Worker work closely with families and where necessary, make referrals to the following agencies:
 - Speech and Language Therapy Service
 - Our Health Nursing Team
 - Stoke-on-Trent Inclusion Service
 - Specialist Teachers (Hearing Impaired , Vision Impaired)
 - Educational Psychologist , Dr. Alison Smedley
 - NHS Mental Health Well-Being Practitioner
 - Young Carers
 - Social Care
 - Occupational Therapy Service
 - Family Support Worker
 - CAMHS (Children & Adult Mental Health Services)
 - New Era (Domestic Abuse Service) It provides free and confidential support for victims, perpetrators and their families. It aims to end relationship abuse through a wide range of individual and group support for adults, children and young people for as long as they need it.

Admission Arrangements

In line with the admission criteria for all children as published in the academy's Admission Policy, the academy acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs, as well as identifying and providing for those not previously identified as having SEN. For more information, please see our Admissions Policy.

Complaints about SEN provision.

Complaints about SEN provision in our academy should be made to the child's Class Teacher and SENCo in the first instance. They will then be referred to the Principal and school's complaints policy, which is available to view on our school website.

Contact details of support services for parents of pupils with SEN

- If parents would like further support and advice, they may contact **Stoke-on-Trent Parent Partnership Services (SENDIASS)**. They can be contacted at www.sendiass-stoke.co.uk, Tel 234701/ 4847
- If parents would like support with health issues for children and young people aged 5-19, **Our Health Central Access Hub** based at Cobridge Community Health Centre can be contacted. Each locality will have a team of health professionals led by a school nurse to offer advice and support to families and carers. The Hub can be contacted on 0800 1240362 or via email at ourhealth.5-19@ssotp.nhs.uk
- A child's parent or a young person aged 16-24, can request an Education, Health and Care Assessment. You are able to send your request to SENMAS. The contact details for SENMAS are : Hazel Trees, Duke Street, Fenton, Stoke-on-Trent, Staffs, ST4 3NR SENMAS@stoke.gov.uk, Tel 231863
- **Stoke-on-Trent Inclusive Learning Services** can be contacted at:
Inclusive Learning Services | People – Children and Family Services
Hazel Trees, Duke Street, Fenton, Stoke-on-Trent, ST4 3NR Tel: 01782-232538
- Staywell Servive

This is a mental health service for young people aged 8-18years made of 3 providers: Changes Young People, North Staffs Mind CYP, and the Dove Service. They can offer various workshops regarding Wellness, weekly peer support meetings and access to 1:1 counselling. If your child is struggling with emotional distress, you can contact them on:

Call: 01782 418518

Email: info@staywellcyp.org

Website : changeshere4u.org.uk

Facebook: [facebook.com/staywellcyp](https://www.facebook.com/staywellcyp)

Instagram; @staywellchanges

- Immediate support can be accessed via: SPEAK UP SPACE
Speak up Space is an Instant Messaging Service for young people, up to the age of 18, in Stoke-on-Trent. It offers anonymous and confidential support evenings per week without a referral or a waiting list.
www.speakupspace.org.uk
Parents can refer directly Staywell and Speak up Space (See contact details above)
- **Speak Up Space** contact www.speakupspace.org.uk
- **The Stoke and Staffordshire Safeguarding board** can be contacted by following the link; <http://www.safeguardingchildren.stoke.gov.uk/ccm/portal>

Contact details for raising concerns

- If you wish to discuss your child's special educational needs or have any concerns regarding your child's education, please contact your child's class teacher in the first instance.
- You can also arrange to speak to the SENCO, Mrs Bunn, or Assistant Principals for your child's phase:
 - Foundation Stage, Mrs James.
 - Key Stage 1 (year 1 & 2) Mrs James
 - Lower Key Stage 2 (year 3 & 4) Mrs Shields
 - Upper Key Stage 2 (year 5 & 6) Miss Hawkes
 - In addition the Vice Principal, Mrs Preston or Principal , Mrs Frost can also be contacted
 - Principal, who can be contacted via the school office
 - **Telephone: 01782 312384**

- **Email: parkhalloffice@sbmat.org**

The Local Authority Local Offer

Park Hall Academy's contribution to the Local Offer is available via a link on the school website:

<http://www.parkhallacademy.co.uk>

Our Local Authority's Local Offer is published here: <http://localoffer.stoke.gov.uk>

Storing and Managing Data

All staff understand the importance of compliance with the General Data Protection Regulations.

- All paper documents are stored in a locked filing cabinet which is only accessible by specific members of staff.
- Files are handed over to high schools or to the new school at the point of transition.
- Our e-copies of documents are only accessible by relevant members of staff and are transferred once the child leaves school. We use CPOMS to store SEN information and safeguarding documentation securely and confidentially.

Monitoring arrangements

The SENCo and Principal will review this policy and the SEN Information Report annually. It will also be updated if any changes to the information are made during the year.

The Local Governing Committee will approve it.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Medical Needs

Appendix 1 – Provision to support access to the curriculum.

Provision to support access to the Curriculum may include:

- Retrieval practice to embed learning into long term memory, reducing cognitive load
- Use of working wall/ vocabulary displays
- Working in of Kagen groups/ Mastery seating approach
- Working as a guided group with additional adult support/ expert learners
- Use of stem sentences
- Use of different structures and representations
- WAGOLL/ WABOLL – 'what a good/ bad one looks like'
- Sharing reading texts and vocabulary multiple times
- Chunking the lesson into parts
- Regular opportunities for talking about their learning
- Use of scaffolds
- Flexible seating and groupings
- Visual, concrete practical resources (maths toolkits)
- Use of multi-sensory approaches
- Pre teaching vocabulary.
- Visual timetables.
- Use of Now – Next cards
- Use of ICT –iPad whiteboard, accessibility tools, voice notes
- Small group or 1:1 support from the Teacher or Learning Support Assistant
- Guided group work with an adult
- Paired work / peer support

- Use of iPads to enable pupils to access personalised intervention tasks linked to their passport targets
- Where a pupil is working at Well Below in Reading, Writing or Maths they may be provided with adapted, personalised learning tasks. These pupils are likely to be in receipt of an EHCP.

Appendix 2 - Strategies/ programmes of support

Strategies/Programmes to support with Speech, Language and communication

- NELI – Nuffield Early Language Intervention
- Spirals
- Language Steps
- Asking Good/Specific Questions
- Talking Partners
- Time to Listen
- Talk Boost
- Language For Thinking
- Individual visual timetables
- Topic/word mats
- Individual programmes provided by Speech and Language Therapists, which are delivered in school by skilled staff
- Instructions repeated and broken down into small steps
- Visual prompts given for tasks
- Advice from outside professionals such as Speech Therapists
- Use of iPad accessibility tools eg speak screen, voice note etc.

Strategies/Programmes to support/develop Cognition & Learning

- Pre-teaching of vocabulary, strategies and concepts.
- Precision teaching of high frequency words daily.
- Daily spelling practice of high frequency words.
- Hornet Literacy
- Beat Dyslexia
- Better Reading Programme
- Switch On Literacy
- FFT Lightning Squad Reading Programme
- Phonics interventions/boosters
- Reading Inference
- Plus One Maths Intervention
- Use of Numicon, Maths toolbox and concrete resources
- Advice from professionals such as Specialist Inclusive Learning Advisors
- Use of iPad accessibility tools eg tinted overlay , Siri

Strategies/programmes to support social, emotional and mental health difficulties

- Daily Meet & Greet
- Time out/Calm space
- Incredible 5 Anger/Anxiety Tool
- Behaviour Contract/Learning Agreement
- Anger Management Programme eg Starving The Anger Gremlin , Mighty Moe
- Coping Strategies
- Circle of Friends
- Social Skills interventions eg Talkabout Social Skills
- Self-esteem interventions eg Talkabout Self-Esteem
- Lego Therapy
- Playground Ambassadors
- Parental involvement
- Individual Reward systems
- Support from SENCo, Class Teacher/Learning Support Assistant, Extended Home School Link Worker and Senior Leadership Team
- Assistant Principal /Vice Principal Report (Daily check ins and discussions)

- Celebration Assembly to raise self-esteem
- Wellbeing Wednesday – celebrating acts of kindness
- Individual Success File on the iPad
- Advice from outside agencies such as Camhs
- Early Help

Strategies/Programmes to support physical needs

- Pencil grips
- Specialist scissors
- Sloping boards
- Further differentiation of physical activity (fine and gross motor skill activities)
- Provision of other specialist equipment & resources as directed by OT
- Advice from outside Professionals - Occupational Therapist / Physiotherapist, Medical Team

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met including:

- Adapting access to the curriculum to ensure all pupils are able to access it, for example, by grouping, teaching style, resources for the lesson.
- Adapting our resources and staffing.
- Using recommended aids, such as iPads, coloured overlays, visual timetables, larger font, pencil grips, sloping boards etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

Additional Support for Learning

We have a team of skilled learning support assistants who are trained to deliver a range of interventions. Learning Support Assistants will support pupils under the direction of the class teacher. Children with an Education, Health, and Care plan will receive small group or personalised support as specified on the plan. We also have an Extended Home School Link Worker who may support children with their social and emotional well-being.