

# Leigh Academy Hartley

## SEND Information Report 2025-26

At Leigh Academy Hartley, we value every student's potential and are committed to providing a high-quality education that enables them to make strong progress and achieve ambitious, meaningful goals.

We firmly believe it is our responsibility to ensure equal opportunities for every child and young person in our care. We are dedicated to providing a safe, well-equipped learning environment that meets the individual needs of each student. Our commitment to excellence includes delivering high-quality provision for students with SEND through an ambitious and inclusive Academy curriculum, led by skilled teachers and enriched by a vibrant co-curricular programme. We strive to ensure that all students are fully included in every aspect of Academy life and work proactively to remove any barriers to inclusion.

The governing bodies of maintained schools and maintained nursery schools, as well as the proprietors of academy schools, are required to publish information on their websites regarding the implementation of their SEND policy. This information must be reviewed and updated annually, with any in-year changes reflected as soon as possible. The required content is outlined in the Special Educational Needs and Disability Regulations 2014 and must include the following:

### **The kinds of Special Educational Needs and Disabilities (SEND) provided for at Leigh Academy Hartley:**

LAH supports students across the four broad areas of need, as defined in the SEND Code of Practice:

**Communication and Interaction** – including conditions such as Autism Spectrum Condition (ASC) and speech, language and communication needs (SLCN).

**Cognition and Learning** – including difficulties such as dyslexia, moderate learning difficulties (MLD), and global developmental delay (GDD).

**Social, Emotional and Mental Health (SEMH)** – including needs such as anxiety, emotional dysregulation, ADHD, and mental health conditions.

**Sensory and/or Physical Needs** – including sensory processing difficulties, hearing impairments, epilepsy, and fine/gross motor skill delays.

We currently meet the needs of students with a variety of diagnoses and presentations, including but not limited to: ADHD, anxiety, auditory processing disorder, autism, dyslexia, emotional dysregulation, epilepsy, fine and gross motor difficulties, global developmental delay, hearing impairment, moderate learning difficulties, sensory processing disorder, speech and language needs, and social communication difficulties.

## **2) Policies for identifying students with SEND and assessing their needs:**

Leigh Academy Hartley follows the guidance: The [Code of Practice 2014](#) the [Children and Families Act 2014 - Part 3 - Children and Young People with special educational needs and disabilities](#) and The Special Educational Needs and Disability Regulations 2014. We also follow our other school policies, which can be found [here](#), along with the LAT SEND policy [here](#).

At Leigh Academy Hartley, we identify children's needs in the following way:

- ☐ Recommendation from nursery/previous primary school attended before joining Leigh Academy Hartley
- ☐ Baseline data from assessments, some specifically for those with SEN
- ☐ Observations in the classroom
- ☐ Teacher/parental/carer referral
- ☐ Reports and recommendations from professional agencies
- ☐ Regular assessment of progress by subject leaders /pastoral staff
- ☐ Use of the 'Graduated Approach' as stated in the SEN Code of Practice (2014)
- ☐ Where appropriate, Leigh Academy Hartley will make applications for additional funding and/or EHCPs to support students with SEND.

*Please note some students may have needs, such as ASC or ADHD, but not need to be on the SEND Register as they are able to have their needs met through an appropriate, adapted curriculum and Quality First Teaching.*

*Teachers can raise concerns once they have included intervention/additional provision within their lessons via a record of concern form.*

### **2a) The name and contact details of the SENDCO:**

Mrs Sophie Smith- SENDCo

Telephone: 01474 702742

Email: [sophie.smith@hartley.latrust.org.uk](mailto:sophie.smith@hartley.latrust.org.uk) / [senco@hartley.latrust.org.uk](mailto:senco@hartley.latrust.org.uk)

Mrs Lisa Barton - FLO

Telephone: 01474 702742

Email: [flo@hartley.latrust.org.uk](mailto:flo@hartley.latrust.org.uk)

Parents can also contact the office through [info@hartley.latrust.org.uk](mailto:info@hartley.latrust.org.uk). We aim to respond to emails within 48 hours (not including weekends or holidays).

## **3) Arrangements for consulting parents and carers of children with SEND and involving them in their child's education:**

Leigh Academy Hartley will make regular reviews of students' progress both academically, emotionally and socially. This will take place through:

- ☐ Academy reporting systems
- ☐ Parents'/Carers' Academic Review Meetings
- ☐ SEND Parent coffee mornings
- ☐ Students with an Educational Health and Care Plan, as per the statutory requirements in the SEND Code of Practice 2014 will have an Annual Review every 12 months;
- ☐ Parent/Carer Forums.
- ☐ Appointments with the SENDCO to discuss any concerns

#### **4) Arrangements for consulting students with SEN and involving them in their education:**

Pupils are actively encouraged to participate in Pupil Voice activities, regularly evaluate their work in lessons, attend review meetings, and contribute to the setting and reviewing of their personal targets. Pupils with SEND have individual Pupil Passports, developed in collaboration with the student, which provide classroom teachers with tailored strategies to support each learner effectively. This approach places the pupil's voice—and their personal goals and preferences—at the heart of their support. Students are encouraged to set and review targets within their Pupil Passports regularly, fostering resilience, independence, and self-awareness as they take ownership of their learning and progress.

#### **5) Arrangements for assessing and reviewing student's progress towards outcomes:**

Leigh Academy Hartley will follow the guidelines contained in the Code of Practice 2014 regarding the assessment and review procedures of students with special educational needs and disabilities.

Students will be assessed and reviewed in the following ways:

- ☐ We will follow the graduated approach and the four-part cycle of assess, plan, do, review.  Early Identification of SEND Flowchart
- ☐ All students identified as having special educational needs will have a personalised learning plan as part of the Provision Mapping System that clearly outlines their area of need, suggested strategies to address these needs and clear targets and objectives. Students will be part of creating this plan and it will be available to staff, parents/carers and students.
- ☐ Students identified as having special educational needs will have regular reviews of their personalised learning plans at least twice a year.
- ☐ Students with an Educational Health and Care Plan will have an annual review as per the statutory requirement contained in the SEND Code of Practice 2014.
- ☐ Regular reviews of intervention programmes will be carried out to monitor the progress of students against their starting points. The impact of the intervention programmes will be assessed, enabling interventions to be adapted, where

appropriate.

- ☐ All staff will have access to individual learning plans via the provision mapping system/SEND tracker, in order to inform planning, monitor progress and ensure the appropriate adaptation and scaffolding of work for students with special educational needs has been made.
- ☐ Staff will have access to inclusion websites providing strategies and information on effectively meeting the needs of students with additional needs.
- ☐ Staff will have access to: Leigh Academy Hartley's Assessment Tracker, CPD/SEND, specific INSET training, SEND toolkit, regular SEND specific updates and access to research and evidence based SEND articles.

**6) In accordance with the SEND Code of Practice 2014, Leigh Academy Hartley has clear procedures to ensure the smooth transition of students between Key Stages.**

**Nursery to Reception**

We liaise closely with nurseries in order to gather information and begin to understand the pupil even before they attend Leigh Academy Hartley.

Transition from nursery can involve:

- ☐ Phone calls to the nursery by the new class teacher
- ☐ Visits to the nursery by the class teacher and/or SENDCO
- ☐ Home visits at the beginning of the academic year
- ☐ SENDCO attending transition days with nurseries to identify and discuss students with special educational needs.

**Primary to Secondary**

We liaise closely with secondary schools to pass on information to ensure they understand the needs of each student.

Transition to secondary school can involve:

- ☐ SENDCo will attend Year 6 annual reviews for students with an Educational Health and Care Plan.
- ☐ SENDCo will attend the borough KS2-KS3 SEND transition day and ASC transition meetings to identify and discuss students with SEND
- ☐ Taster days at the new school
- ☐ Extra taster days at the new school
- ☐ Secondary school liaison teams visit LAH to speak to the children and teachers

**Change of School Procedures**

- ☐ Parents/carers contact admissions at Leigh Academy Hartley
- ☐ Information is forwarded to the new school
- ☐ The SENDCo may meet with parents/carers and appropriate staff from the new school

## 7) The approach to teaching students with SEND:

Leigh Academy Hartley is an inclusive establishment that offers a broad and balanced curriculum which is specific to the needs and future opportunities of all students. It ensures this by:

- ☐ Delivering quality-first teaching in all areas of the curriculum. Staff are expected to be aware of the needs of all students in their classes, and scaffold work accordingly through adaptive teaching, to meet these needs. *QFT means that some students with needs may not require 'additional to and different from' provision.* This will be monitored via regular lesson reviews, learning walks and pupil work reviews by the SENDCo, Academy Leadership Team and Directors of Learning.
- ☐ Offering a range of intervention programmes designed to improve the outcomes of students with special educational needs, ensuring they can fully access all areas of the curriculum. These may happen during lessons across two modules.
- ☐ Providing a range of co-curricular and extended learning activities that offers enrichment opportunities for all students, including those with special educational needs.
- ☐ Providing a clear reporting system three times a year that outlines targets and current achievements.
- ☐ Carrying out regular lesson reviews to ensure that all students, including those with special educational needs, are receiving high-quality teaching and learning experiences in all areas of the curriculum.
- ☐ Adapting the curriculum to meet the needs of individual students if necessary. (However, it is important to note that the curriculum is not narrowed for SEND students).
- ☐ Ensuring that identified students receive the necessary in-class support and exam dispensation.
- ☐ Ensuring that all staff receive regular training on all areas of Special Educational Needs and Disabilities.
- ☐ Providing a provision-mapping system that is accessible to all staff. The software provides details of all students with special educational needs, students in receipt of pupil premium, higher attaining students, looked after students and students with English as an additional language. Staff will use this system to inform their planning to ensure they are addressing the needs of students. It will also be used to track, monitor and review students on intervention programmes and provide governors and, where appropriate, provide parents/carers with a clear report in terms of cost, hours and interventions provided
- ☐ Ensuring all students with special educational needs are tested twice a year using tests that provide standardised scores for reading. The results from these tests will be used to identify areas of need and to inform the SENDCo when planning for interventions and exam dispensation
- ☐ Providing a range of numeracy, literacy, social, emotional and mental health interventions to all students who have been identified as having special

educational needs in the relevant areas. These will be reviewed regularly.

- ☐ Providing regular and timely communication with parents/carers via annual reviews, parents'/carers' events, telephone and emails.
- ☐ Supporting with access to outside agencies via the local authority, health authority and Leigh Academies Trust
- ☐ Informing parents/carers of any additional provision that their child is receiving via the SENDCo
- ☐ Ensuring that the local authority local offer and academy offer will be available on Leigh Academy Hartley's website so that parents/carers, students, staff and the wider community can access its contents.

## **8) How adaptations are made to the curriculum and the learning environment of students with SEND: e.g. :**

We believe that inclusive education means enabling all pupils to learn, contribute, and participate fully in every aspect of school life alongside their peers, fostering a genuine sense of belonging for every student. Our curriculum extends beyond the formal requirements of the National Curriculum, offering a broad range of additional opportunities to enrich each child's educational experience. This inclusive and holistic approach is delivered through our Primary Years Programme curriculum. (See Appendix A)

We adapt the curriculum and learning environment for pupils with SEN by:

- ☐ Adapting lessons and learning materials to the level of the students, making the curriculum accessible to them, but still ensuring a broad, balanced and challenging curriculum. For more information about our curriculum, look at our [website](#).
- ☐ Providing access to ICT and Technology.
- ☐ Providing additional in-class adult support.
- ☐ Providing additional out-of-class adult support where appropriate.
- ☐ Providing enrichment and enjoyment opportunities to stimulate and motivate learning.
- ☐ Using flexible groupings – including small group work and intervention.
- ☐ Ensuring that all pupils have access to the school curriculum and all school activities.
- ☐ Helping all pupils achieve the best of their abilities, despite any difficulty or disability they may have.
- ☐ Identifying, at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional).
- ☐ Ensuring that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- ☐ Working in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.

- ☐ Making suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- ☐ Ensuring that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- ☐ Giving every child the entitlement to a sense of achievement.
- ☐ Adapting the school behaviour policy and using appropriate rewards and sanctions where appropriate
- ☐ Regularly reviewing policies and practices in order to achieve best practice

**9) The expertise and training of staff to support students with SEND, including how specialist expertise will be secured:**

Leigh Academy Hartley is committed to the professional development of its staff in all areas including Special Educational Needs and Disability. The following provision is in place to ensure that all staff are aware of and can meet the needs of students with special educational needs:

- ☐ The SENDCo delivers CPD sessions to all staff on identified areas of Special Educational Needs and Disability
- ☐ Staff attend training on identified areas of Special Educational Needs and Disability organised by the Local Authority, Health Authority and Leigh Academies Trust
- ☐ Staff have access to inclusion websites providing links and information on Special Educational Needs and Disability, and inclusive teaching and learning strategies
- ☐ Through commissioning, experts (EP, CAMHs, SaLT etc) are invited to Leigh Academy Hartley to deliver training sessions on identified areas of Special Educational Needs and Disability to all staff.

All teachers and teaching assistants have had the following training:

- ☐ ASC Awareness
- ☐ Phonics Training
- ☐ Behaviour Management Awareness
- ☐ Trauma Awareness

In addition, some teachers and teaching assistants have received further enhanced and/or specialist training:

- ☐ ELSA
- ☐ Lego Therapy
- ☐ Sensory Circuits
- ☐ Drawing and Talking
- ☐ Cognitive Behaviour Therapy (CBT)
- ☐ Art Therapy
- ☐ Team Teach

## **10) Evaluating the effectiveness of the provision made for students with SEND:**

Leigh Academy Hartley is dedicated to ensuring the highest level of provision to students and parents/carers. It is constantly striving to improve this provision including the SEND practices within the Academy. In order to ensure the best possible provision, the following evaluation processes are implemented:

- ☐ Regular meetings with the SEND Link Governor and SENDCo where reviews of practice and policies are discussed and fed back to the Governors as a body
- ☐ Regular meetings with the Principal to discuss and review SEND practices and policies
- ☐ Parents/carers/student/staff questionnaires on SEND practices within the Academy
- ☐ Attendance of SENDCo at Cluster meetings (Leigh Academies Trust TLC), Leigh Academies Trust SENDCo Forum, Leigh Academies Trust Inclusion Drive Team meetings, and local authority SENDCo meetings to share best practice and discuss current innovations
- ☐ Regular and robust reviews of intervention programmes
- ☐ Data analysis, including comparisons to national benchmark data and student progress.

## **11) How students with SEND are enabled to engage in activities available with students in Leigh Academy Hartley who do not have SEND:**

Leigh Academy Hartley offers a wide range of co-curricular and enrichment activities for all students, including those students with special educational needs. It achieves this by:

- ☐ Ensuring that all staff involved in co-curricular and enrichment activities are fully trained in relevant areas of Special Educational Needs and Disability.
- ☐ Offering a range of activities to accommodate all interests, abilities and physical needs.
- ☐ Offering clubs to our SEN and disadvantaged group prior to the rest of the school.

## **12) Support for improving emotional and social development:**

- ☐ A range of SEMH interventions will be offered to all students who have been identified as having special educational needs in these areas. These will be reviewed regularly.
- ☐ Access to outside agencies via the Local Authority, Health Authority, Leigh Academies Trust and other agencies (CAMHs Tier 2 and support with referral to Tier 3, SaLT, EPs, School Nurse, FaSS).
- ☐ The SENDCo will liaise with Health and Social Care teams as dictated by the Code of Practice and Education and Health Care Plans.
- ☐ Teaching Assistants will develop, deliver and monitor social, emotional and

mental health intervention programmes in order to address the special educational needs of identified students. This will be delivered on an individual, or small group basis.

- ☐ Identified students will have access to counselling and mentoring. We have two ELSAs and a Cognitive Behavioural Therapist (CBT) trained member of staff.
- ☐ Student Voice opportunities.
- ☐ Supervised and planned break, lunch and clubs.

### **13) How Leigh Academy Hartley involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting student's SEND and supporting their families:**

Parents can view all available additional support services offered by Kent Council on their web page from the Kent County Council LEA [Local Offer](#). The school will endeavour to support all parents in their requests to find additional agencies who might be able to offer their family support outside of the school capacity. Our local offer can be found in Appendix B below.

Parents of pupils with SEN status and EHCP will be invited to an informal coffee morning/afternoon to meet with the SEN team. Parents can contact the SEN team at any time to discuss concerns regarding their child, regardless of whether they have SEN status. The school is committed to supporting all parents and pupils with any SEN concerns. Information about SEN pupils is shared with all staff on the SEN register; updates to the SEN register are issued to all members of staff termly.

If a SEN pupil transfers to a new school, the SEN team will contact the new school or education provider to share all appropriate information prior to transition. The SEN Team has a very good transition phase in place for the transition to support pupils and families to aid the transition between KS1 and 2 and KS2 and KS3. This includes meetings with Phase Leaders, Class teachers and Parents. When moving from KS2 to KS3, the SENCO and Year 6 teachers work on a phased induction if necessary, in the Summer Term, with additional visits to the school and interaction with the SEN team.

*The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services) IASK*

Information and Support Advice Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

**Helpline:** 03000 41 3000. Monday to Friday, 9am to 5pm

**Email:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

**Address:** Shepway Centre, Oxford Road, Maidstone, ME15 8AW

**Telephone:** 03000 412 412

**Facebook:** [IASK on Facebook](#)

#### **14) Arrangements for handling complaints from parents of children with SEND about the provision made at the Academy:**

Should you have a complaint, please contact the Principal, Stuart Mitchell, in the first instance via email ([stuart.mitchell@hartley.latrust.org.uk](mailto:stuart.mitchell@hartley.latrust.org.uk)) or by phone (01474 702742). If you deem your complaint to still be unresolved after the academy has responded, please submit a formal complaint to the Trust's Academies Director, Tracey Trusler ([tracey.trusler@latrust.org.uk](mailto:tracey.trusler@latrust.org.uk)).

The LAT Complaints policy can be found [here](#)

#### **National Websites:**

- ☐ [Contact a Family](#)
- ☐ [National Network of Parent Carer Forums](#)
- ☐ [Ace Centre](#) Free Advice Line: 0800 080 3115
- ☐ [British Dyslexia Association](#) Helpline: 0333 405 4567
- ☐ [Council for Disabled Children](#)
- ☐ [Cystic Fibrosis Trust](#) Call 0300 373 1000 or 020 3795 2184, Monday–Friday 10am–4pm
- ☐ [Disability Rights UK](#)
- ☐ [Disabled Living Foundation \(DLF\) - Information Now](#) Helpline: 0300 999 0004
- ☐ [Downs Syndrome Association](#) Helpline: 0333 1212300 (10am-4pm)
- ☐ [Parents for Inclusive Education NI](#) Tel: 0800 652 3145
- ☐ [National Autistic Society](#)

#### **Appendix A:**

#### **SEND and the Primary Years Programme**

##### **Philosophy:**

At Leigh Academy Hartley, we believe that every learner has unique needs that must be considered in order to help them reach—or exceed—their academic and personal potential. To ensure full access to the IB Primary Years Programme (PYP), we implement tailored approaches and support systems that respond to individual needs and diverse learning styles. This includes pupils with special educational needs and disabilities (SEND) and learners for whom English is an additional language (EAL).

By recognising and embracing the diversity within our learning community, we foster the development of internationally minded individuals and create an inclusive environment where all pupils can thrive.

##### **Practice:**

At Leigh Academy Hartley, pupils with a range of disabilities, as well as those learning English as an Additional Language (EAL), are educated within the mainstream classroom environment, supported appropriately through tailored support and

interventions. Identified pupils may receive additional assistance from specialist teachers, either through a co-teaching model or targeted interventions during part of the school day. We foster positive, inclusive learning communities where a culture of collaboration and shared problem-solving benefits all students.

### **Adaptive Teaching:**

At Leigh Academy Hartley, we are committed to delivering high-quality, adapted instruction that supports all pupils in achieving success, taking into account individual abilities and interests. We view adaptation as a collaborative process, where both teachers and learners work together to identify and implement the most effective strategies to reach clearly defined learning goals.

To meet the diverse needs of our pupils, we employ a variety of adaptive teaching strategies, including:

- ☐ **Flexible, dynamic groupings** within the classroom to support peer collaboration and targeted instruction
- ☐ **Tiered lessons** designed to match pupils' levels of readiness and understanding
- ☐ **Pre-assessments and ongoing formative assessments** to identify strengths and areas for development, guiding responsive teaching
- ☐ **Open-ended learning engagements** that allow pupils to explore concepts at depth and from different perspectives
- ☐ **A range of adapted learning materials**, such as levelled texts, enrichment activities, and choice boards, to provide access and challenge for all learners

Through these practices, we ensure that every pupil receives the support and challenge they need to make meaningful progress and thrive in their learning journey.

### **How does the school's policy on inclusive education reflect the IB standards and Practices?**

Leigh Academy Hartley was authorised as an International Baccalaureate World School 2021. The PYP framework promotes an inclusive education based on the IB Standards and Practices.

### **PYP Inclusive Education at Leigh Academy Hartley:**

Leigh Academy Hartley delivers the IB Primary Years Programme (PYP) across all year groups from Nursery to Year 6. In line with the PYP's requirement for full implementation, every pupil at the Academy participates in the programme, ensuring an inclusive and unified educational experience.

Wherever possible, pupils remain in the whole-class learning environment. However, we recognise that some pupils may benefit from additional support outside the classroom. Based on individual needs, small-group or one-to-one interventions may be provided to ensure personalised support that enhances learning and progress.

Given the collaborative nature of inclusive education and the PYP framework, Leigh Academy Hartley prioritises regular planning time for teaching staff. These collaborative planning sessions are essential for ensuring consistency and high-quality teaching across the curriculum. During these sessions, staff work together to explore research-informed strategies that help pupils meet shared learning objectives.

Teachers design lessons tailored to varying levels of readiness, drawing on a range of assessment data—including classroom observations, standardised test scores, benchmark assessments, and both formative and summative evaluations. Central to this planning process is the use of a **Central Idea**, which guides learning, promotes pupil achievement, and reflects the diversity of experiences and perspectives within our school community.

In summary, Leigh Academy Hartley is committed to ensuring that all pupils—regardless of their individual needs—receive the support, challenge, and opportunity necessary to succeed. Through specialised teaching services, evidence-based collaboration, and reflective practice, we work diligently to help every learner achieve their full potential.

#### **Appendix B – Provision Map/Local Offer for Leigh Academy Hartley by SEN category across the school – September 2025**

| Area of Need                         | All pupils, where appropriate                                                                                                                                                                                                                                                                                                              | Monitor                                                                                                                                        | SEND/EHCP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Cognition and Learning</i>        | Adapted curriculum planning, activities, delivery and outcome<br>Increased visual aids / modelling etc<br>Visual timetables<br>Illustrated dictionaries<br>Use of writing frames<br>Use of Widgit symbols<br>Access to word processor<br>In-class support from TA<br>Focused group work with CT e.g. guided reading<br>Pyramid Punctuation | Booster groups<br>In-class support from TA<br>Individual reading with TA / CT<br>Additional keyboard skills group                              | Intense literacy or numeracy support<br>Adapted catch up programmes<br>Additional phonics training<br>Additional individual reading<br>Paired reading<br>Memory skills training<br>Peer tutoring<br>Daily phonics/SPAG sessions<br>Pre- and Post-tutoring<br>Specific language intervention groups<br>Basic skills checklists e.g. high frequency words/Phonics<br>Use of Read&Write toolbar                                                                                                                                      |
| <i>Communication and Interaction</i> | Adapted curriculum planning, activities, delivery and outcome e.g. simplified language<br>Increased visual aids / modelling etc<br>Visual timetables<br>Use of Widgit symbols<br>Structured school and class routines<br>Speech Link screening<br>Signing                                                                                  | In-class support from TA with some focus on supporting speech and language<br>Additional use of ICT<br>Signing<br>Cued Articulation<br>Makaton | Speech and Language support from SALT, followed up in school<br>Paired/group talk<br>Barrier Games<br>Input from Autism Outreach Team<br>Support for alternative forms of communication<br>Visual organiser<br>Word mats, topic glossaries<br>Individual visual timetables<br>TA support during whole class teaching time to engage each child and model/ elicit responses<br>Pre and Post tutoring<br>Discussion and scribing to promote quality responses<br>Resources e.g. voice recorders, iPads<br>Role play and hot seating |

| Area of Need                                            | All pupils, where appropriate                                                                                                                      | Monitor                                                                                                                      | SEND/EHCP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Emotional, Social and Mental Health Difficulties</i> | Whole-school behaviour policy<br>Whole-school / class rules<br>Class reward and sanctions systems<br>Circle Time / parachute games                 | Small group Circle Time<br>Group reward system<br>Support for unstructured times<br>ELSA                                     | Individual counselling<br>Individual reward system<br>Anger management training<br>Peer mentoring/ Friendship support groups<br>Social skills training<br>Circle of Friends<br>Social stories<br>Resources for outdoor play<br>Social Use of Language Programme<br>Clubs<br>Circle time<br>Celebration assemblies<br>School Behaviour Policy and Strategies<br>Educational Psychologist<br>Communication and Autism Team support and resources<br>Children and Young People's Mental Health Service (CYPMHS)<br>Early Help |
| <i>Sensory and Physical</i>                             | Flexible teaching arrangements<br>Staff aware of implications of physical impairment<br>Medical support<br>Brain gym exercises<br>BEAM<br>GoNoodle | Additional keyboard skills<br>Additional handwriting practice<br>Access to equipment e.g. writing slopes<br>Sensory Circuits | Motor skills programme for small group<br>Individual support in class during PE<br>Access to ICT<br>Pencil grips<br>Specialist pencils<br>Posture support<br>Sloping writing boards<br>Further differentiation of physical activity (fine and gross motor)<br>Physical adjustments and support as necessary<br>Provision of specialist equipment & resources eg. Special scissors<br>Fine and gross motor skills<br>Enlarged text<br>Health Care Plans<br>Promotion of self-care and personal hygiene<br>Sensory Circuits  |

## Appendix C- Early Identification of SEND Flowchart

