Grove School

Special Educational Needs Policy
Autumn 2026

Mission statement:

"Enjoy, learn, achieve"

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The SEND Policy and School Information for SEND has been compiled with reference to the following:

*Section 69(2) of the Children and Families Act 2014, which includes: the arrangements for the admission of disabled pupils

*The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils

*The facilities you provide to help disabled pupils to access the school

*The accessibility plan you have prepared in compliance with paragraph 3 of schedule 10 to the Equality Act 2010.

*The Equality Act, 2010

*The Special Educational Needs and Disability Regulations, 2014

*The Special Educational Needs Code of Practice: 0-25, 2014

*The Birmingham Local Offer (https://www.localofferbirmingham.co.uk/)

*Keeping Children Safe in Education, 2026

The school recognises that children with SEND can face additional safeguarding challenges. Staff receive training to identify and respond to safeguarding concerns in accordance with Keeping Children Safe in Education.

*The following school policies: admissions; safeguarding; behaviour; English; maths, internet safety, educational visits; attendance; late collection; accessibility; citizenship; admissions and anti-bullying.

1. Our philosophy:

'Enjoy, learn, achieve'

At Grove we have a 'whole school' approach to Special Educational Needs and Disabilities (SEND)

We believe:

- All teachers are teachers of pupils with SEND
- All children with SEND deserve a level of resourcing appropriate to meet their needs
- All children are entitled to a broad and balanced curriculum, which is relevant to their experiences and needs and demonstrates progress and coherence
- All children have the capacity to learn and make progress.
- We will ensure that every child is treated as special and unique, feels secure and is kept safe regardless of their age, gender, ethnicity, attainment or background.
- Parents and carers are valued partners in learning and are actively involved in supporting every child's success

2. The Special Educational Needs Coordinator at Grove

Miss C Dowell – SENCO
Miss Dowell holds the National Award for Co-ordination of SEND and can be contacted by telephoning school on 0121 464 4669 or by email c.dowell@grove.bham.sch.uk

If parents wish to discuss their child's needs they should arrange to meet with the child's class teacher in the first instance.

The school has a nominated governor for SEND – Mrs N Akhtar

3. Definition of Special Educational Needs:

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or, has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2014 SEND Code of Practice: 0-25 years – introduction xiii and xiv.

There are four broad categories of SEND:

a. Communication and interaction – How a child talks to, listens, responds, plays and learns with other children and adults

b. Cognition and learning – How a child thinks, learns and understands the world

c. Social, emotional and mental health – How a child shows their feelings, negotiates and solves problems in different situations and handles changes of routine

d. Physical and sensory – How a child responds to their environment and learning using their senses and any diagnosed medical issues

4. Identification of Special Educational Needs

We consider a child to have a Special Educational Need and will place them on our Special Educational Needs support register if:

- A child requires SEND Support that is additional to, or different from, that normally available through high quality teaching
- A child has significantly greater difficulty in learning than their peers
- A child is consistently making less than expected progress, given their age and individual circumstances
- A child has a social, emotional and mental health (SEMH) difficulty that prevents him / her from fully accessing the curriculum
- A child has a physical or sensory difficulty
- A child has a medical condition that has a significant impact on their ability
- to access the curriculum, attend school or may impair their development.

The school implements Birmingham City Council's Ordinarily Available Provision guidance to ensure support is provided at the earliest opportunity and that children receive appropriate provision before consideration of specialist assessment.

Universal Support
Universal support involves quality first teaching within an inclusive environment. Staff make reasonable adjustments to teaching and learning in order to support pupils with special educational needs within the classroom environment.

Targeted Support
Targeted support is support that is additional to, or different from, support accessed by the majority of pupils in school. Targeted support enables staff to address specific needs of the pupil through one to one or small group intervention sessions. These sessions often take place outside the classroom.

Specialist Support
Specialist support refers to support which is highly personalised and requires individual assessments. A referral is made to specialists including health visitors, educational psychologists, speech and language therapists or specialist teachers. Typically, the support will be in place long-term for pupils with complex needs. Pupils requiring specialist support may require specialist equipment to access their learning.

School based monitoring
The progress and attainment of every child is monitored every term through pupil progress meetings, through learning walks and lesson observations where the progress of pupils with SEND is a key line of enquiry and through conversations with pupils.

If a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will be placed on the Special Educational Needs register and interventions and support put in place to support the child.

Less than expected progress can be defined as progress which:

* Is significantly slower than that of their peers starting from the same baseline
* Fails to match the child's previous rate of progress
* Fails to close the attainment gap between the child and their peers

A child may also be identified as having additional needs when an outside agency or health professional informs us of a new diagnosis or a development in a child's condition where the child will need alternative provision, additional support or adaptations to the curriculum in order to access education at Grove School. School does not make medical diagnoses however; we can refer to agencies that will support with this process.

How Grove School identify special educational needs in the four areas of SEND:

Grove School follows the graduated approach outlined in the SEND Code of Practice through an Assess, Plan, Do, Review cycle as described in section 7.

Area of need: Physical

When children join Grove in EYFS any physical needs are identified through the induction meeting or when external agencies contact the school directly prior to the child starting school.

When children join Grove in KS1 and KS2 they attend an induction meeting with admin. Admin then inform the SENCO that the pupil has physical needs and the SENCO then contacts the appropriate external agencies prior to the pupil joining the school. The SENCO also arranges an additional meeting with the child's parents.

Area of need: Speech, Communication and Language

All children in EYFS are assessed on their speaking, listening and understanding using the WELCOMM assessment toolkit. This enables staff to evaluate pupil's language and to identify any pupils with language delay. If a pupil is identified as amber or red on the assessment they will require intervention sessions.

Children in KS1 and KS2 are identified as having SLCN needs through NHS SALT assessments, through language link assessments and through moderation meetings when staff identify pupils are not meeting the expected Age Related Expectations. Staff also use the speaking and listening continuum from Pupil and School Support to assess SLCN needs for children.

Area of need: Cognition and Learning

Children in EYFS are identified as having cognition and learning needs through the reception baseline assessment in conjunction with the EYFS Development Matters Curriculum Framework and through moderation meetings when staff identify pupils who are not meeting a good level of development.

Children in KS1 and KS2 are identified as having cognition and learning needs through moderation meetings when staff identify pupils who are not meeting the expected Age Related Expectations in reading, writing and maths. Staff use the Age Related Expectations documents for phonics, reading and maths along with maths club badge results. Staff also use the continuums for reading, writing and maths. To assess pupils' needs in reading the SENCO uses the Diagnostic Reading Analysis. To assess pupils' needs in maths, staff use the Sandwell maths assessment.

Area of need: Social, Emotional and Mental Health

School uses the Social, Emotional and Mental Health (SEMH) profile screening toolkit to identify pupils with SEMH. This is completed by the class teacher in conjunction with the SENCO and Year Group Leader.

The SENCO and Assistant Head Teachers analyse behaviour incidents on CPOMS along with ABC logs to identify patterns in behaviours and to implement support when needed. The behaviour target card system allows staff to monitor and analyse behaviours.

The Sensory Screening Toolkit and Attachment Disorder Checklist is completed by the class teacher in conjunction with the SENCO. This is then shared with agency professionals and the correct support is identified for each child.

5. Partnership with Parents

Grove School recognises the key role parents play and the in-depth knowledge they have of their child. School staff will arrange to meet parents if they assess a child is experiencing difficulties. Progress and attainment are shared and discussed at Parental Consultations once a term.

Partnership with parents is supported through:

1. Parents consultation sessions every term
2. SEND parental workshops including a review of current targets and target setting meetings every term
3. Annual review meetings for parents of children with an Education, Health and Care Plan (EHCP)
4. Transition meetings (into Foundation Stage, Key Stage One and Two and into Key Stage 3)
5. Invites to engage in parent partnership courses and training
6. Stay and play sessions in Foundation Stage
7. Language workshops in Foundation Stage
8. Inspire workshops in nursery – year 6
9. Pupil centred reviews

Parents are encouraged to participate in the decision making processes and contribute to the assessment of their needs, the review and transition process.

6. Responsibilities of staff

Lead staff

Miss C Dowell - SENCO

Responsibilities include:

• Lead and manage the key priority area of SEND and pastoral care as agreed with the head teacher
• Deployment of staff for SEND
• Liaison with agencies for SEND
• Use assessment data to inform School Improvement Planning with regard to SEND
• Quality assure teaching and assessment of SEND pupils
• Analysis of data
• Ensure staff use SEND data effectively for planning, differentiation and intervention purposes
• Monitoring impact of intervention programmes
• Monitoring pupil progress on SEND
• Quality assure individual learning programmes
• Training for support and teaching staff
• Leads EHCP review meetings
• Leads Person Centred Review meetings
• Ensure appropriate access arrangements are made for internal assessments and examinations
• Lead the inclusion agenda with assistant head teachers and year group leaders, ensuring all staff have the skills and resources to support SEND pupils including those who are disadvantaged

Year Group Leaders and Assistant Head Teachers

• Quality assures the impact of curricular programmes and intervention programmes for SEND children
• Quality assures Provision Plans to ensure all pupils with SEND and those falling behind are identified for regular interventions, either group or 1:1
• Monitor and track the progress of pupils with SEND
• Provides ongoing support and training for staff in the year group
• Quality assures Individual Support Plans and reviews
• Contributes to annual reviews of Education, Health and Care Plans (EHCPs)
• Carry out appropriate access arrangements for internal assessments and examinations
• Work collaboratively with other professional agencies to support the learning, pastoral and emotional needs of children.

Class Teachers

• High quality planning, preparation, delivery and assessment of work of SEND children to include targeted intervention sessions
• Communicate pupil progress with pupils and parents
• Create Individual Support Plans and One Page Profiles
• Review Individual Support Plans
• Update Provision Plans termly based on formative and summative assessment
• Undertake and implement continued professional development with regard to SEND

Teaching Assistants

• Support the activities of individuals or groups within a class
• Contribute to Individual Education Plans
• Support pupil learning
• Contribute to the review of Provision Plans based on formative assessment
• Promote pupils' social and emotional development
• Contribute to the health and well-being of pupils
• Support children with specific needs
• Observe and report on pupil progress
• Contribute to the planning and evaluation of learning activities
• Support the maintenance of pupils' safety and security

Lunchtime Supervisors

• Being aware of pupils on special or restricted diets for medical reasons from information provided at the school.
• Assisting pupils with cutting up food, pouring liquids etc. where necessary
• Encouraging social skills and good table manners, ensuring safety with knives and forks. Ensuring pupils tidy/clear up in a satisfactory manner
• Supervision and control of pupils in the playground and about other school premises
• Direction of pupils to the playground and supervision of their activities and behaviour, ensuring their safety and well being, providing emotional support where necessary
• To promote the agreed vision and aims of the school

7. Provision and support for pupils with SEND

Grove School follows the graduated approach outlined in the SEND Code of Practice through an Assess, Plan, Do, Review cycle:

- Assess: Needs are identified through assessment, observation, discussion with parents and advice from professionals.
- Plan: Outcomes, support and interventions are agreed with pupils and parents.
- Do: Support is implemented by class teachers with appropriate specialist input.
- Review: Progress is reviewed regularly and provision adapted as required.

Individual Support Plans

When a pupil is identified as having additional needs, the class teacher and support staff will develop an Individual Support Plan facilitated by the online platform Edukey. Children with cognition and learning difficulties, speech, communication and language difficulties, social, emotional and mental health (SEMH) difficulties or physical difficulties have targets set which are used in lessons and intervention sessions. Targets set are selected to close gaps in skills and learning and support pupils making progress against their identified needs. A pupil and their parent has the opportunity to review progress against the support plan targets once a term. Parents and pupils are encouraged to make a comment about progress and sign the Individual Support Plan. If a parent does not attend a SEND review meeting teachers record the date and 'parent did not attend.'

Social, Emotional and Mental Health (SEMH) Profiles and One Page Profiles.

Pupils who have a social, emotional or mental health need will have a Social, Emotional and Mental Health Profile completed by staff who work with them. This identifies types of behaviours and assists staff in developing a One Page Profile facilitated by the online platform Edukey to support the pupil. A One Page Profile details a child likes and dislikes, what they find difficult, how best to support them and specific strategies in place. A One Page Profile is developed by school staff and parents are asked to contribute as appropriate.

At Grove the one page profile and individual support plan and review are recorded on the online platform Edukey. A copy of this document is held in the pupil's SEND file in the classroom. Parents are provided with a copy of this document each term.

Pupils have copies of their learning targets in class. These are referred to in short term planning, lessons and pupils self-assess against these targets. Marking of pupil work is used to review progress towards targets.

The Individual Support Plans on Edukey detail the provisions in place to support the pupils including the how, when and who for each pupil.

Special Educational Needs Support Provision plans

A class teacher develops and revises a Special Educational Needs Support Provision Plan each term with their year group leader based on formative and summative assessment and with advice and support from external agencies. A Special Educational Needs Support Provision Plan includes: the full name of the child; personal information including address and parental information; historical key facts; the pupil's current profile including current needs and what is important to the child; agencies involved with the child; areas of need identified; priority areas of need with strengths and skills and special educational needs for each priority area; long term and short term outcomes; additional provision in place to support the child; and funding bands required to support the pupils.

Medical Care Plans

Pupils with a medical need will have a care plan. For pupils who have a significant medical need these care plans will have been developed with the School Nurse service and/or other healthcare providers. School has a generic asthma care plan which has been agreed with the School Nurse team for asthma. Parents are invited, on an annual basis to update, with staff, these plans if the medical need differs. The school nurse visits school on a regular basis, dates can be found on the school website. Parents can telephone school to make an appointment to meet with the nurse.

Education, Health and Care Plans

The Local Offer sets out services available for children and young people with special educational needs and disabilities from birth to age 25 and their families. The majority of children and young people with SEND will have their support needs met through the Local Offer without the need for an EHCP.

However, for some children and young people, an Education, Health and Care Plan may be necessary.

A request for Education, Health and Care Assessment is made via a coordinated, family centred, multi-agency approach (key working). The family and professionals involved with the child or young person will be asked for information. A decision will be made by a group of people from education, health and social care about whether the child or young person is eligible for an EHC Plan and the sort of provision and resources that are likely to be required.

The EHC Plan will be reviewed at least annually to maintain its relevance to the child/young person's individual situation. In certain cases, it may be reviewed more frequently, if required.

8. Pastoral Support Plans

What is a Pastoral Support Plan (PSP)?

A Pastoral Support Plan (PSP) is a school based programme which is meant to help a child to improve their social, emotional, mental health and behavioural skills. The PSP will identify precise and specific targets for the child to work towards and should include the child and parents in the drafting process.

When a PSP is thought to be required a PSP meeting should be held during the normal school day. The teachers and the child's parents will consider whether the child should be present for the whole meeting or only part of it. At the end of the meeting everyone should be clear about what needs to be done, by whom and by when.

PSPs are usually reviewed every 4 weeks and usually run for approximately 16 weeks. The period of time may be extended to support children further.

Who Needs a Pastoral Support Plan (PSP)?

A PSP may be necessary if a child's behaviour at school means that they have been permanently excluded or are "at risk" of permanent exclusion. "At risk" means that the child is not responding to the school's normal range of strategies and support and several fixed-term suspensions may be indicative of this. A PSP will be needed in particular for those children whose behaviour is deteriorating rapidly.

What is the Purpose of a Pastoral Support Plan (PSP)?

The aim of a PSP is to promote the child's social inclusion and help reduce the possibility of the child's permanent exclusion. The PSP aims to involve the child in the challenge of improving their behaviour and social skills. As a result of a PSP, a child should be able to better manage their behaviour and/or improve their attendance at school.

9. Interventions to support teaching and learning

Pupils with SEND will be educated with their class. Within the school timetable a child or group of children may be taught in an alternative teaching space in school. Individual Support Plans are used in lessons to differentiate learning for SEND pupils.
Grove School uses evidence-informed interventions to support pupils across all four areas of SEND. Appendix A outlines current interventions which are used to support learners at Grove School.

All of our teachers are trained to work with children with SEND. All staff have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to bespoke in house CPD opportunities, provision of books or leaflets and guidance towards useful websites.

Staff are also given the opportunity to develop their skills by working with outside agencies for either individual, paired, year group, phase or whole school training opportunities.

10. Adaptations to the learning environment

At Grove School we aim to reduce, and where possible, eliminate barriers to accessing the curriculum and to full participation in the school community.

The school's Accessibility Plan is reviewed regularly and is available on the school website. Physical adaptations and reasonable adjustments are made where appropriate to ensure pupils with disabilities can access the curriculum, environment and wider school life.

11. Access to extra-curricular activities

Pupils are not excluded from lunchtime clubs, after school clubs, representing the school at events, educational visits and residential visits due to their special educational needs. Where a child has a particular need staff will meet with parents to discuss and risk assess e.g a residential visit.

If a child is being supported by a school target card or a Pastoral Support Plan, decisions regarding participation in educational visits, residential visits and extra-curricular activities

will be made on an individual basis, taking account of the pupil's behaviour, safety considerations and any risk assessments that may be required.

If a child is unable to attend a visit because of their behaviour, alternative ways of achieving the same learning outcomes should be considered.

12. Access to statutory assessments and tests

The school makes appropriate and reasonable adjustments for those pupils with a need or disability; this includes application for additional time in tests and statutory assessments and ensuring those pupils with a need or disability have equal access to statutory assessments and tests.

13. Admission arrangements for pupils with SEND

The governing body of Grove School applies the regulations on admissions fairly and equally to all those who wish to attend this school. The School Standards and Framework Act 1998 introduced a new framework for school admissions as of September 2000. The school's admissions arrangements conforms to the regulations that are set out in that Act and also further explained in the statutory School Admissions Code of Practice and the statutory Appeals Code of Practice.

Aims and objectives

- We are an inclusive school and welcome children from all backgrounds and abilities.
- All applications will be treated on merit and in a sensitive manner.
- The only restriction we place on entry is that of number.
- Our pupil admission number (PAN) in each year group is 90.
- If the number of children applying for entry exceeds the places available, we enforce the procedure set out below in order to determine whether a child is accepted or not.

It is our wish to allow parents the right to have a place at the school of their choice. However, this is not always possible, due to the excess demand on the school places available.

Admission Criteria

1. **Looked after** or **previously looked after** children.
2. **Siblings** who currently attend Grove School.
3. **Distance** (children who live nearest the school measured in a straight line).

Children with an Education, Health and Care Plan (EHCP)

Pupils with an Education, Health and Care Plan will be admitted where Grove School is named in Section I of the Plan. The school works closely with the Local Authority to support successful placement and transition arrangements.

14. Partnership with external agencies

At Grove School, we pride ourselves on our strong partnerships with a range of external agencies. These partnerships help us to identify, assess and meet the needs of pupils with SEND and ensure that appropriate support is provided.

Below is a list of the professional agencies that may work with Grove School:

Agency	Service Provided
Educational Psychology Service	Assessment, consultation and advice to support pupils' learning, development and wellbeing
Language, Learning and Strategic Support (LLSS) Team	Language, learning and cognition support, including assessment and consultation
Communication and Autism Team	Autism and communication support, assessment and specialist advice
City of Birmingham Schools Outreach Team	Behaviour, inclusion and pastoral support
School Nursing Team	Medical support and advice for pupils with health needs
NHS Speech and Language Therapy Service	Speech, language and communication assessment and intervention

For further information about the support available from external agencies, or for current contact details, parents and carers should contact Miss C Dowell (SENCO).

15. The Birmingham Local Offer

A link to the Birmingham Local Offer can be found on the school website.

https://www.localofferbirmingham.co.uk/

16. Information for parents

Grove School Website

The Grove School Website has a page which includes advice and support for parents of pupils with special educational needs:

http://web.grove.bham.sch.uk/support-for-parents-of-children-with-special-educational-needs-virtual-education

SEND Assessment and Review Service

The Birmingham **Special Educational Needs & Disability Information, Advice and Support Service** (SENDIASS) offers impartial information, advice and support to children and young people with special educational needs or disabilities.

The service is impartial, confidential, and free. If you're a parent or young person being assessed, the service can:

- Help you to understand the referral process
- Act as a named contact throughout the process
- Help you to communicate with everyone involved in the assessment process
- Provide information about personal budgets
- Put you in touch with other people who can help, if necessary.

The SENDIASS team is available from 8:45am to 5pm, Monday to Friday.

Address: PO Box, 16270, Birmingham B2 2HN

Telephone: 0121 303 5004

Email: sendiass@birmingham.gov.uk

Communication and Autism

We work closely with the Child Development centre and the Communication and Autism Team to help parents and families understand autism. Our key worker from the CAT team is always keen to support parents and can signpost to many helpful organisations.

Links:
www.autismeducationtrust.org.uk
www.autismeducationtrust.org.uk/resources
www.aettraininghubs.org.uk/national-autism-standards/

Special educational needs code of practice

The new Special Educational Needs (SEND) Code of Practice published in June 2014 by the Department for Education and was implemented from September 2014. This was updated in April 2015 to include new requirements for supporting children and young people with SEND when they are detained in youth custody.

The code gives guidance to early education settings, schools, Post 16 providers, local authorities and anybody else who helps to identify, assess and provide help for children and young people with special educational

needs. It sets out the processes and procedures that all these organisations should follow to meet the needs of children and young people.

You can view the code of practice other useful documents below:

- Special Educational Needs (SEND) Code of Practice
- Code of Practice guide for Schools
- Code of Practice guide for Further Education Providers
- Code of Practice guide for Social Care Professionals

17. Complaints

Parents who are concerned about the provision made for their child should initially discuss concerns with the class teacher. If concerns remain, parents should contact the SENCO, followed by the Headteacher. Complaints may then be referred through the school's Complaints Policy.

Information regarding mediation and disagreement resolution services is available through Birmingham SENDIASS.

This policy is reviewed on an annual basis.

Appendix A

Current Interventions Used to Support Children with SEND at Grove School

Speech Language and Communication and Cognition and Learning

WELCOMM (EYFS)

WELCOMM is a speech and language toolkit for screening pupils in the Early Years. It enables staff to evaluate pupil's language and to identify any pupils with language delay. All pupils in Nursery are assessed on their speaking, listening and understanding against their correct age banding in the assessment pack during the Autumn Term. If a pupil is identified as amber or red on the assessment they will require intervention sessions. The assessment tool guides the adult to the correct starting point in the intervention programme for each pupil. The intervention sessions are delivered 1:1 or in small groups depending on the target the pupil is working on. Targets are linked to developing the pupils' conceptual vocabulary and word understanding. The beginning of the programme focusses on single word vocabulary and works up to speaking, listening and understanding using up to 3 words. During the intervention sessions the pupils take part in a range of practical activities and games to develop their vocabulary. Staff use the focus of the intervention sessions to lead their questioning throughout the day. Targets are displayed in the classroom to refer to throughout the day e.g. The target 'We are working on the preposition under' would be displayed in the classroom. Staff would then use this target and would ask pupils to put a toy under a box during continuous provision. All resources are stored in the WELCOMM bag. Pupils who are involved in the WELCOMM intervention sessions are reassessed termly.

Speech Link

Speech Link is an online speech and language toolkit for screening pupils in KS1 and KS2 to identify their SLCN needs. It enables staff to evaluate pupil's language and to identify any pupils with language delay. All pupils on the special educational needs register in KS1 and KS2 are assessed on their speaking, listening and understanding using Infant Link (KS1) and Junior Link (KS2) during the Autumn Term. If a pupil is identified as amber or red on the assessment they will require intervention sessions. The assessment tool guides the adult to the correct starting point in the intervention programme for each pupil. The intervention sessions are delivered 1:1 or in small groups depending on the target the pupil is working on. During the intervention sessions the pupils take part in a range of practical activities and games to develop their vocabulary. Pupils who are involved in the speech link intervention sessions are reassessed at the end of the summer term.

Colourful Semantics

Staff use agreed colour coded symbols and pictures to develop pupils' sentence structure and understanding of 'who, where, what, when and how' questions. Pupils in nursery focus on 'who, what and where' questions. The symbols are used along with props and resources during small group interventions. These question words are reinforced using the colour coded card symbols through story time, mat and chat sessions and throughout continuous provision.

Language for Thinking

Language for thinking is a small group speaking and listening intervention which takes place once a week for up to 30 minutes. During the sessions a picture is shared with the pupils and a story linked to the picture is read alongside this. The teacher asks questions to develop the pupils' understanding. The questions increase in complexity from Level A

to Level C. Following the group discussion pupils complete a written activity to demonstrate their understanding. Some pupils may share this answer verbally which is then scribed by the teacher.

Precision teaching

Precision teaching in a daily 1:1 intervention which takes place for up to 10 minutes. It is used to develop word recognition including reading and spelling and can also be used to support the recall of mathematical facts for example shape names and number facts. Pupils are assessed prior to starting the programme using the high frequency word lists and placement tests. Areas for development are identified and planned into these intervention sessions. The sessions comprise of a 5 minute teach which includes direct instruction and a variety of games to embed learning. This is followed by a one-minute probe to assess learning. The results are plotted on a chart with the pupil to show progress. The same probe is repeated until the aim rate achieved with a maximum of two errors on three consecutive occasions.

Social, Emotional and Mental Health

Social stories

Social stories are created by the class teacher and SENCO for individual pupils to support them with understanding school routines and expectations. These include photographs of routines and Communication in Print symbols which are used as visual cues. Social stories are used to support pupils with changes in routines including: at key transition points, for swimming lessons and prior to attending trips.

Communication in Print symbols

Communication in Print symbols are used as visual cues and reminders to support pupils with following day to day routines. Staff in EYFS and those working with pupils with special educational needs in KS1 and 2 have a set of these cards on a lanyard to use with pupils throughout the school day.

Visual timetables

Visual timetables are used in all classrooms to support pupils with understanding and following school routines. The symbols are uniform across school and are created using Communication in Print. Visual timetables are displayed at the front of each class. Once a lesson or activity has been completed it is removed from the visual timetable.

1:1 work using TEACCH trays

Pupils who use this system are identified by the Educational Psychologist, Communication and Autism team and the school SENCO. Pupils have their own set of up to six draws which are numbered and have the pupils photograph on. Pupil's work is split up into manageable chunks and each section of work is placed in trays 1, 3 and 5. Break activities are placed in trays 2, 4 and 6. The break activities consist of fine motor activities, sensory activities or are based on a pupil's special interest. The activity in tray 6 develops the pupil's turn taking and social skills for example a turn taking game.

Individual learning spaces

Pupils who use this system are identified by the Educational Psychologist, Communication and Autism team and the school SENCO. The individual learning space allows pupils access to low arousal learning spaces in order for them to focus on their learning activities. Individual learning spaces are set up to meet the individual pupil's needs and have the required resources available at all times.

Now and next boards
Now and next boards are used to support pupils with understanding and following the routines of the school day and to support pupils with concentrating on learning activities for short periods of time. The symbols are uniform across school and are created using Communication in Print.

Regular sensory breaks
Regular sensory breaks are used for pupils who have been identified by the school SENCO as needing the additional support in class. Pupils use a timer, the length of which is agreed individually for each pupil. During a sensory break a pupil may require access to a low arousal environment and specialist resources which are personal to the pupil.

Emotion Coaching
Emotion coaching is used to support pupils with recognising and understanding their current emotional state. There are Four steps of emotion coaching which includes: Recognise the pupil's feelings; name the feeling or emotion; set limits if needed; and problem solve together. Emotion coaching is used by all staff to support pupils on a day to day basis.

Emotion cards
Emotion cards are used with pupils to support them with identifying feelings and emotions. Photographs of children displaying emotions are shown and pupils use these to aid discussions regarding different feelings and emotions they may be experiencing

Traffic light emotion charts
Traffic light emotion charts are used as visual cues for pupils who have been identified by the school SENCO as needing the additional support in class. These traffic light charts are displayed discretely in the classroom to support pupils with managing their emotions. Initially pupils are supported by a teacher to move their name when they are displaying differing levels of emotion. As pupils become more self-aware of their emotions they use the traffic light chart independently to inform their class teacher of the changes in their emotions. This is used to allow the pupil to inform their teacher if and when they need support. The reasons for the change in emotion is discussed at a later point with the pupil.

Ear defenders
Ear defenders are used to support pupils to focus on their work and to manage their sensory needs in class. Ear defenders are available within the classroom for identified pupils to select to use themselves when needed.

Movement boards
Movement boards are used to support pupils to focus on their work and to manage their sensory needs in class. Movement boards are available within the classroom for identified pupils to select to use themselves when needed.

Whisper phones
Whisper phones are available to support pupils who are reluctant speakers. Pupils can whisper into the phone for they key adult to hear them. In addition, whisper phones are used by pupils to edit their writing. Whisper phones are available in all classes for pupils to use as and when they are required.