

SPECIAL EDUCATIONAL NEEDS POLICY FOR ST THOMAS MORE RC PRIMARY SCHOOL



Mission Statement

As Servants of God, we follow in the footsteps of Jesus Christ. Through His love, we guide each member of our family on their own spiritual and learning journey to achieve and grow."

We Love, We Learn, We Live with Christ

He took a little child and had him stand among them. Taking him in his arms, he said to them, "Whoever welcomes one of these little children in my name welcomes me; and whoever welcomes me does not welcome me but the one who sent me."

Mark 9:36-37

Head Teacher: Mrs J Butterworth
Special Educational Needs & Disabilities Co-ordinator: Mrs A Quigg.
SENDCO at St Thomas More RC School from September 2014
Chair of Governors: Mr M Gifford
SEND Governor: Ms P Locke
Designated Teacher for Looked After Children: Mrs A Quigg
Designated Child Protection Teacher: Mrs J Butterworth

St Thomas More RC Primary School
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At St Thomas More, we believe that each child regardless of need, has a right to reach their full potential and fulfil their hopes and aspirations and that every child can make a positive contribution. We will work together with children and their families to ensure the best possible progress for all our pupils. We believe that every teacher is a teacher of every child including those with SEN.

Additional information may also be contained in the following related documents:

Anti Bullying Policy

Equal Opportunities Policy

Child Protection Policy

Supporting Children with Medical conditions and Managing Medicines in School Policy

SEND Information Report for St Thomas More – outlines the provision available at the school, including that we are fully accessible as we are a one story building.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework Document Sept2013
- Child Protection Policy
- Teachers Standards 2012

This policy was created by the School's SENCO and Deputy Head, Mrs Anna Quigg and SEN Governor, Ms P Locke in cooperation with the Chair of governors.

This policy is also available in the following formats on request: large print and spoken. If you would prefer to talk to someone about this policy then please contact Mrs Quigg at school.

What are Special Educational Needs?

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about the reforms and the SEN Code of Practice(2015) can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Rochdale that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can access Rochdale's Local Offer at: <http://rochdale.fsd.org.uk/kb5/rochdale/fsd/family.page?familychannel=4>

Introduction

This policy sets out our approach to supporting children with special educational needs (SEN) and is formally reviewed every 3 years. Additional detailed information about our current provision for children with SEN is available in our SEN information report which is updated annually. This is available here - <https://www.stthomasmore.co.uk/parents/send>

1. Aims:

At St Thomas More we aim to provide a safe, happy and well-ordered community in which children can be valued as individuals. We seek to provide an atmosphere in school where parents, staff governors and children can work safely together in a spirit of cooperation.

Our aims in teaching are that:

- all children are entitled to a broad and balanced curriculum.
- all children will have learning opportunities to extend their knowledge, understanding and skills
- these opportunities will promote independence and self-motivation, they will develop individual talents and raise self-esteem for all children.

Principles of the SEN Policy:

There are 4 principles that are essential to developing a Special Needs Policy and providing an inclusive curriculum:

[a] setting suitable learning challenges - giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

[b] responding to pupils' diverse learning needs – planning approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

[c] overcoming potential barriers to learning and assessment for individuals and groups of children - ensuring that curriculum planning and assessment highlight the type and extent of difficulty experienced by the pupil, so that support can be given.

[d] having policies and procedures in place to ensure that all children , whatever their needs, are safe in school.

Therefore at St Thomas More RC we believe that in pursuit of our aims we will:

Ensure that any child's special educational needs are identified early through on going assessment. This is most effectively done by gathering information from parents, education, health and care services and early years settings/other primary schools prior to the child's entry into our school.

- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Regularly review this progress, taking into account the views of the child, parents and professionals involved
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be carefully monitored by the SENCo and Head teacher and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Rochdale Additional Needs Service, SEN Assessment Team, Speech and Language Therapy, Children and Healthy Young Minds (HYM), Occupational Therapy, School Nurses.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams, playground pals.
- Raise staff awareness and expertise of SEND issues through ongoing training. Ensure all staff are regularly trained in safeguarding procedures and aware of the potential safeguarding issues relating to vulnerable children such as those with limited speech or social difficulties.

2. Roles and Responsibilities:

Governing Body:

In conjunction with the Head teacher:

- they will determine the school's general policy with approach to provision for children with special educational needs, establish the staffing and funding arrangements and maintain a general oversight of the school's work.
- appoint an SEND link governor to take a particular interest in and closely monitor the school's work on behalf of children with special educational needs.

Head teacher:

The head teacher:

- has responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs.
- will keep the governing body fully informed about the provision for children with special educational needs.
- will work closely with the school's SENCo.

- will ensure that all staff are aware and suitably trained with regards the issues related to the safeguarding of vulnerable children, including those with special educational needs.

SENCo:

The SENCo will :

- work closely with the Head teacher to help determine the strategic development of the SEND policy and provision.
- have responsibility for the day to day operation of the school's SEND policy.
- have responsibility, together with key stage leaders, for co-ordinating provision, (through the use of a provision mapping software) for pupils with special educational needs.
- have responsibility for liaising with parents and external agencies, including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- advise and supporting other practitioners in the setting through practical advice, teaching strategies and information about types of special educational needs and disabilities.
- ensure that appropriate PPPS (Personal Progress Plans), Education Health Care Plans and Individual Health Care plans are in place
- ensure that relevant information about individual children with special educational needs is regularly collected, recorded and updated.
- co-ordinate Annual Reviews for children with an EHC plans and termly reviews for children at SEN Support, as part of pupil progress meetings.
- raise staff awareness and expertise of SEND issues through INSET and CPD opportunities.
- ensure that there are adequate transition arrangements for children with specific needs between different schools and settings.
- Take part in and initiate Early Help with CAFs (Common Assessment Framework) and TAF Meetings (Team Around the Family Meetings) when required

Teaching and Non-teaching staff:

The teaching and non-teaching staff will

- be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs.
- be aware of their responsibility to children with special educational needs as defined in the Teacher's Conditions of Service.
- take into account the type and extent of difficulty experienced by the pupil when planning the curriculum [i.e. through differentiated activities] and assessment.
- take specific action to provide access to learning, for pupils with special educational needs, working closely with representatives of other agencies who may be supporting the pupil, by:

[a] providing for pupils who need help with communication, language and literacy

[b] planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences

[c] planning for pupils' full participation in learning and in physical and practical activities
[d] helping pupils to manage their behaviour, to take part in learning effectively and safely
[e] helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

[f] providing support for pupils in the form of personal 'moving up books' to help with transition from 1 class teacher to the next

- be responsible for the day to day recording information about any children in their care who are identified as having an SEND need. This should be done on a daily basis, if necessary. Any contact they have had with outside agencies, information from parents or incidents in school that have caused concern should be recorded.
- ensure that there are adequate transition arrangements for children with specific needs made between staff and between class changes

3. Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

4. Identification of Special Educational Needs:

At St Thomas More RC School we recognise that early identification and assessment of special educational needs is necessary to provide greater educational opportunities for each child. This cannot be regarded as a single event but as an ongoing process throughout a school year.

We recognise that children have a special educational need if they:

- begin St Thomas More with an Educational Health Care Plan
- are in the process of being assessed with regard to a statement of special educational needs or Education Health Care Plan , when they begin St Thomas More.
- have been identified as having a special educational need in a previous school or early years setting.
- are experiencing learning difficulties significantly greater than the majority of children of the same age.
- are experiencing social, emotional and mental health difficulties that impact on their learning or behaviour within the school environment.
- are experiencing communication and interaction difficulties that impact on their learning or behaviour within the school environment.
- have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age.
- have a serious medical problem which has implications for the learning process.
- are identified as having learning difficulties by previous assessments such as the Early Years Profile assessment.

To help identify children who may have special educational needs, St Thomas More RC School will measure progress by referring to

- the child's performance monitored by the teacher as part of ongoing observation and assessment including using PIVATS if appropriate.
- the outcomes from a variety of assessments appropriate to the child's needs
- the child's performance against descriptors within the National Curriculum at the end of a key stage.
- standardised screening or assessment tools
- termly teacher assessments

At St Thomas More, we will also welcome and be open and responsive to expressions of concern by parents, and take account of any information that parents provide about their child.

At St Thomas More RC Primary School, we are also mindful of the following areas which may impact on a child's progress and achievement, but are not SEN;

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare

- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

A Graduated approach:

In order to help all children who have special educational needs, St Thomas More RC will adopt a graduated response that encompasses an array of strategies and recognises a continuum of special educational needs. The school will adopt and closely follow the SEN Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs.

The following principles, which are central to the Code shall be regarded:

- provision for a child with special educational needs should match the nature of their needs.
- there should be careful, regular recording of a child's special educational needs, the action taken and the outcomes.

Wave One - Quality First Teaching:

All children will have the opportunity to experience high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Quality of teaching is regularly reviewed in school to ensure that all pupils make progress.

Wave Two – Intervention

For all children not making the expected progress, when identified at termly progress meetings, intervention will be offered to the child, in the hope that this will narrow the gap.

If, despite the above general first quality provision and further intervention, a teacher has concerns about a child's progress then that teacher shall seek support from the SENDCo. The class teacher, with help from the SENDCo records and dates that concern on the Initial Concerns Form (See Appendix) and makes arrangements to monitor the child's progress. Once this concern has been registered the class teacher will work closely with the child in the normal class room context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. Teaching Assistant. Class teachers

will also have an informal discussion with the parent/carers at this point so that parents are aware their child is being monitored. If the class teacher is still concerned after a period of monitoring a decision will be made for the class teacher and SENCo to meet with the parents for consultation about the child's needs. A decision may be reached at the meeting to begin SEN Support.

Wave Three - SEN Support:

If it is determined that a child does have SEND, parents will be formally advised of this and the child will be added to the SEND list at SEND Support. The class teacher will provide interventions that are **additional to and different from** those provided as part of the school's usual differentiated curriculum and strategies.

The triggers for intervention through SEND Support could be the teachers or others concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in the child's identified area of weakness.
- Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of additional equipment.
- Has communication and/or interaction difficulties.

Children at this stage will be offered extra support from the schools resources, within the context of an SEND My School One Page Profile and Pupil Progress Plans. *(See Appendix)*.

The My School One Page Profile will be drawn up annually through consultation with the child, their parents and teacher(s). They will contain valuable information about the child and how to support.

All those working with the child, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

The class teacher is responsible for evidencing the progress according to the outcomes described in the plan and is responsible for monitoring the child's progress on a termly basis.

External Support Services :

If deemed appropriate to the child's needs and with agreement from parents, we may request input from external support services such as Educational Psychology, Rochdale Additional Needs Service or Health Professionals such as Speech and Language Therapy, HYM, Occupational Therapy.

The triggers for this could be that the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised management programme.
- 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.

External support services will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on new support plans with fresh outcomes and accompanying strategies. Support from outside services is coordinated by the SENDCo, either through a single agency referral or a Common Assessment Framework referral. Parents and pupils (where appropriate) are actively involved in this referral process.

Wave Four - Referral for an Education, Health and Care Plan:

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources appropriate to the child's needs including some or all of the following:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals
- Educational Psychologist
- other External Support Services

Information will be gathered relating to the current provision, actions that have been taken, and the preliminary review of outcomes set. A decision will be made by a group of people from education, health and social care as to whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the Rochdale's Local Offer.

Education, Health and Care Plans [EHC Plan]

Following an EHC Needs Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the child's needs cannot be met by the support that is ordinarily available within school. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

5. Managing Pupils' Needs on the SEND register:

Once a child has been entered on the SEND Register, formal records are kept in individual files, in a lockable filing cabinet in the SENDCo's office.

Records are accessible to all teachers and professionals in consultation with the SENDCo.

Current My School One Page Profile, PPPs and other relevant documentation are kept in Teachers SEND Folders which each class teacher has. SEND - My School Support Plans / One Page Profile from previous years are kept in children's personal files and in the SENDCo's folder.

Class teachers of children with EHC Plan have an up-to-date copy of the current Plan in their files.

The SENDCo will be responsible for maintaining the SEND List, and includes those children at SEND Support and who have an EHC Plan. Class teachers will be given an updated list of children at the start of each new year, however children can be added to or taken off the register any time during the year, in consultation with the SENDCo and with parents.

Provision mapping is a process which is used to identify, plan and implement interventions specific to children's identified needs. These can be group or individual provision maps and detail the intervention, how often it is to take place, who leads the intervention and the outcomes achieved. These documents run both independently of and alongside Personal Progress Plans for children and are monitored by the SENDCo on at least a termly basis.

Children in St Thomas More RC School, who have medical needs will not be placed on the SEND Register unless they have an EHCP for their medical needs or their condition is significant enough to affect learning achievement or the health and safety of themselves or others. Parents should inform class teachers of any medical conditions either by a letter, telephone call or via a face to face meeting and the class teacher will then liaise with the SENDCo in order that a My School Support Plan / Care Plan can be written, if appropriate.

Please see our Managing Pupils with Medical Conditions in School Policy for further information.

6. Safeguarding :

At St Thomas More RC School, we recognise that children with special educational needs are more vulnerable to abuse and exploitation and if abuse is recognised we will follow the guidelines laid out in our Safeguarding Policy.

7. Working in partnership with parents :

At St Thomas More RC Primary, we believe that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

The SENDCo may also signpost parents of pupils with SEN to the local authority Parent Partnership service when independent advice, guidance and support is required or parents can access this service themselves via -

<http://rochdale.fsd.org.uk/kb5/rochdale/fsd/organisation.page?id=gICb-bL0s9s>

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEND Governor may be contacted at any time in relation to SEND matters.

8. Involving children/young people/pupils

At St Thomas More RC School, we are committed to listening to the child's voice and involving children with SEN in decisions about their learning. Person centred planning and thinking will be used to:

- Ensure the views, wishes and feelings of children are at the forefront of all decisions.
- Provide children with the information and support necessary to enable full participation in decision making.
- Ensure that our work with children supports their development and helps them achieve the best possible educational and other outcomes, and prepares them effectively for adulthood.

9. Complaints Procedures :

If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these. In the first instance, parents should ask to speak to the class teacher about their concerns or contact the SENDCo/Headteacher. Further information about how to make a complaint is held within the school's complaints procedure. Details about this are available from the school website.

10. Monitoring and Evaluation :

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on a whole school provision map, which are updated when the intervention is changed. When appropriate, individual provision maps are also kept. These are updated and monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

This policy will be monitored every three years and updated as new legislation needs to be incorporated. Staff will regularly receive opportunities to discuss and evaluate the management of the procedures and protocols within the school.

11. Data Protection

We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEN information report.

All sensitive data, including Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents or the child, except for specified purposes or in the interests of the child. See our Data Protection Policy for more information.

12. Appendices

Provision Map & Waves

Initial concerns form

My School Support Plan

**A Quigg
October 2018**

This policy was agreed at the Full Governors Meeting on 14th November 2018

This policy will be reviewed in Autumn 2021

Wave One – Quality First Teaching

Targetted support Groups / Intervention Groups

Wave Two – Personalised Evidence Based Interventions

Targetted support Groups / Intervention Groups

Wave Three – SEN Support

**At Start of year or when placed on SEN
Support – One Page Profile**

Half termly - PPPs

Wave Four – EHCP ‘My Plan’

Wave One – Quality First Teaching

Quality First Teaching, Differentiated planning and work, School Policies, Teaching

Prompts. Effective TA deployment. Embedded Kagan. Use of ALF. Outdoor Learning. RWI.

Wave Two – Personalised Evidence Based Interventions

Intervention groups for writing, reading and maths. Early morning booster groups. Toe by Toe, Direct phonics, Daily Phonics, Listening Comprehension. Specific spellings. Specialised equipment. Behaviour policy, Additional handwriting practise, Daily readers.

Lego Therapy, Talkabout, Wellbeing Sessions

Wave Three – SEN Support

Involvement from Educational Psychologist, RANS, HYM, SALT, Medical professionals – advice received and acted upon.

Technology

Intervention groups for writing, reading and maths. Early morning booster groups. Toe by Toe, Direct phonics, Daily Phonics, Listening Comprehension. Specific spellings. Specialised equipment. Behaviour policy, Additional handwriting practise, Daily readers.

Lego Therapy, Talkabout, Wellbeing Sessions

Wave Four – EHCP 'My Plan'

Assigned TA support, delivery of different curriculum

Provision Map by SEN category across the school

Area of Need	All pupils, where appropriate	Catch Up	SEN Support	My Plan
Cognition and Learning	<p>Differentiated curriculum planning, activities, delivery and outcome.</p> <p>Increased visual aids / modelling</p> <p>Visual timetables</p> <p>Use of writing frames</p> <p>Maths equipment</p> <p>Access to word processor</p> <p>In class support from TA</p> <p>Focused group work with class teacher e.g guided reading</p>	<p>In class support from TA</p> <p>RWI Phonics</p> <p>Daily Readers</p> <p>Toe by Toe</p> <p>Direct Phonics</p> <p>Fresh Starts</p> <p>Targeted booster for maths, reading and writing</p> <p>Individual reading / spellings with TA / CT</p> <p>Educational Apps</p>	<p>Further Phonics work</p> <p>Toe by Toe</p> <p>Direct Phonics</p> <p>Intense literacy / numeracy support</p> <p>Additional individual reading</p> <p>Precision Teaching</p>	<p>Assigned TA</p> <p>Appropriate curriculum</p>
Communication and Interaction	<p>Differentiated curriculum planning, activities, delivery and outcome.</p> <p>Increased visual aids / modelling</p> <p>Visual timetables</p> <p>Structured school</p>	<p>Use of clicker, when appropriate</p>	<p>Speech and language support from SALT</p> <p>Input from RANS</p>	

	and class routines			
Emotional, Behavioural and Social	<p>Whole school behaviour policy</p> <p>Whole school / class rules</p> <p>Traffic light behaviour system and sanctions</p> <p>Assemblies and rewards</p> <p>Happy Grams</p>	<p>Support for unstructured times</p> <p>Small group circle times/play times</p> <p>Lego Therapy</p> <p>Talkabout</p> <p>Sensory Breaks</p> <p>Learning Mentor</p>	<p>Lego Therapy</p> <p>Input from RANS / HYM / EP</p> <p>Talkabout</p> <p>Learning Mentor</p> <p>Sensory Breaks</p>	1 to 1 TA support
Sensory and Physical	<p>Flexible teaching arrangements</p> <p>Staff aware of implications of physical impairment</p> <p>Medical support</p> <p>Additional equipment when required; writing slopes, pencil grips</p>	<p>Additional handwriting support</p> <p>Additional keyboard skills</p> <p>Access to specialist equipment</p>	<p>Individual support when needed</p> <p>Physiotherapy programme</p>	Individual support in class and during PE

St Thomas More RC Primary School

Wave Two - Record of Initial Concerns

Child's Name:

Class:

Teacher

Date:

**D.O.B:
meetings:**

Supported By:

Date of

Nature of Concern

Other information – including parents' view – when and how informed/discussed; child's view; areas of strength; additional observations/assessments; key issues

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Differentiation in place over time – what action is being taken through class room differentiation to address need (i.e. modifications to teaching approaches, class room organisation, behaviour management strategies or provision of equipment)

Differentiation	Date	Impact – progress and inclusion / outcomes / agreed actions

My One Page Profile

My full name is :		Date completed:
I like to be called:		
I was born on:		
Things I like:		Things I dislike:
I communicate by:		I am motivated by:
Important things you need to know about me:		People can help me by:
This year I would like to achieve:		