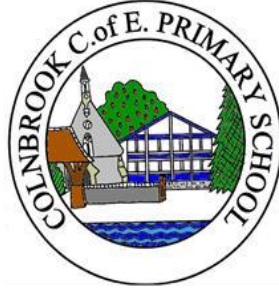


**The Slough and East Berkshire C. of E.  
Multi Academy Trust  
Colnbrook C. of E. Primary School**



**SEN Policy and Information Report**

Owner:	SENDCo
Ratified by Governing Body:	
Date Ratified:	October 2024
Date Policy to be reviewed:	October 2025

***"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:9***

**Our Vision Statement**

At Colnbrook we want to grow young people who believe in themselves so they are confident and courageous and not discouraged from their path. They are resilient when faced with challenge. We want our pupils to believe in each other and to feel supported; never alone on their journey.

Our pupils will have the strength of character to set themselves aspirational goals in learning and life. They will achieve their best and create their own inspirational story and memories.

These values are at the heart of everything we do here at Colnbrook Church of England Primary School. They reflect the qualities that staff and governors want the children to develop and display in all that they do.

Aspiration, Resilience, Respect, Responsibility, Community, Compassion.

## ***'Equality' not 'Inclusion'***

“Inclusion is a positive word, frequently used in relation to Special Needs,  
But because it subtly and innocently implies a hierarchy,  
where some include others, we prefer the word equality, where every child is equally important,  
special and valued.”

### **Aims**

Colnbrook Church of England (C. of E.) Primary School serves a multi-cultural community, and we are pleased to welcome children from all faiths and backgrounds. Colnbrook C. of E. Primary School upholds the following Christian values for all of our children: Aspiration, Respect, Responsibility, Resilience, Compassion and Community. These values are reflected in our whole-school approach to children with special educational needs and disabilities (SEND).

We have a shared expectation that the school provides a broad and balanced curriculum for all children, regardless of their particular needs, and an equal access to learning from their individual starting points. We strive to provide an education that will enable all children to make the best possible progress in school and to feel that they are a valued member of the wider school community. The school recognises that pupils will attain at different levels at different times, and some will require an increased level of support to achieve this progress.

We are also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Our Special Education Needs (SEN) policy and practice is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation from the school's wider context and ethos. We support all children to achieve their full potential and to develop the skills and strategies required for them to become independent learners. We will support children to develop a positive self-image and approach to their learning experiences. We value a collaborative approach, ensuring that the voices of the children and families/carers are heard and valued. We are committed to creating an environment where there is a feeling that all belong.

All of the staff at our school are expected, as part of their role, to support all children including those with SEN to reach their full potential, academically, socially, and physically. All children have the right to an education regardless of their needs, and we will make reasonable adjustments where possible to support children with special educational needs and disabilities (SEND).

**Colnbrook Church of England Primary School, will without excuse or compromise, provide the best start to life for all the pupils in its care.**

The staff and Governors envisage this being carried out through:

- Having the child at the centre of everything we do
- Valuing the development of the whole child
- Good learning delivered through good teaching
- Keeping at the forefront of, as well as leading educational development and practice
- Constantly challenging all aspects of school life to ensure best practice is always prevalent
- Engaging parents in their child's education
- A commitment to the safeguarding of all children and stakeholders

In addition, our SEND Policy and Information Report aims to:

- Set out how Colnbrook C. of E. Primary School supports and makes provision for pupils with SEND.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Outline how children with SEN and their parents/carers are involved in the process of their education.
- Give support with finding and accessing the information parents/carers may need in relation to the education of their children with SEN.

This policy also complies with our funding agreement and articles of association.

## **Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability Code of Practice, 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities in terms of Education, Health and Care Plans (EHCP), SEND Coordinators (SENDCO) and the SEND Information Report
- Equality Act 2010, which defines disability, discrimination and 'reasonable adjustments'.

We understand that we are required by the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice, 2015, to support parents and children to remove barriers to learning, whatever they may be. We will endeavour to work with parents and children to put the child and their needs, feelings and views at the centre of our provision to support learning and access to school life.

## **Supporting Moderate Learning Difficulties at the Learning Resource Unit (LRU)**

The **Resource Base** in Colnbrook C of E Primary School supports children within a small group environment in Years R to 6, whose needs include:

- MLD (Moderate Learning Difficulties)
- SLCN (Speech Language and Communication Needs including DLD)

The general level of academic attainment of children with MLD will be significantly lower than that of their peers. Generally, they will have difficulty acquiring literacy and numeracy skills. Other difficulties may include associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

Children with Developmental Language Disorder (DLD) will have difficulties with learning and using language which will be long term, but the difficulties are not associated with other conditions, such as cerebral palsy, or autistic spectrum disorders.

All children in the Resource Base will have EHCPs indicating significant learning needs. This means the children will have learning difficulties that impact on their ability to access the curriculum, and they will require additional provision outside of their mainstream class. The Learning Resource Base operates in the mornings only, during the afternoons, pupils taught in LRU will learn in their mainstream classrooms, with adaptations in place to support them.

It is important to note that the Resource placement will not necessarily remain appropriate throughout the child's time in the primary sector. Children's needs can change and sometimes their progress indicates that a change of provision or placement is necessary.

## **Admissions**

There are no different admission arrangements for pupils with SEN who do not have EHCPs (see admissions policy). Children applying with EHCPs will have their needs assessed and admission agreed in line with the admissions policy and SEN Code of Practice, gaining priority admission if the school is able to provide for their needs. The school will make every effort to meet the needs of SEN children but must also consider the needs of existing pupils when making decisions around consultations.

## A Graduated Approach to SEN Support.

Children with SEN are offered full access to a broad and balanced education, as it is the responsibility of class teachers to provide for all pupils in class. Teachers are accountable for the progress and development of the pupils in their class, including those who may access support from teaching assistants, or specialist professionals.

Teachers are required to participate in a continuous cycle of planning, teaching and assessing, which takes into account the wide range of abilities, aptitudes and interests of the pupils and the majority of pupils will learn and progress within these arrangements.

For pupils experiencing difficulties with classroom learning, whether they have, or may have SEN, the first step towards supporting them is through **high quality**, personalised teaching that has been adapted for the individual. Additional intervention and support cannot compensate for a lack of good quality teaching.

For those pupils, whose attainment in specific subjects falls outside of the expected range, despite the provision of high quality teaching, there may need additional support through an **intervention** aimed at developing an under developed skill, or gap in knowledge. These take place within school space and are planned and monitored by the class teacher. Interventions are delivered by trained staff.

The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This is performed through a combination of classroom observation, examination of classroom books and scrutiny of pupil assessment data during pupil progress meetings (PPM) throughout the academic year. These will be performed by a variety of staff, including subject coordinators, senior leaders and the SENDCo.

### The SEN Register

A pupil who struggles to make progress, despite receiving high quality teaching and the provision of an intervention to boost skills and knowledge in a specific area of learning may be entered onto the school's SEN Register. It is an internal record that the school has of children who have difficulties with learning within each class and their specific needs. It is a dynamic list that pupils can be added, or removed from at any time. Entry is determined by the SENDCo in consultation with the class teacher. **It is the responsibility of the class teacher to ensure that these children's needs are being met in class.** A pupil's entry onto the school's SEN Register is subject to specific criteria, which are as follows:

Entry onto the SEND register is dependent upon a pupil:

- Underperforming in one or more areas of the curriculum for a significant period.
- Receives an intervention to support learning that they are dependent upon and would not make progress without.

In addition, or alternatively the pupil:

- Has a diagnosis of a need/disability.
- Is receiving support from an outside/external agency.

Entry onto the SEN Register is not a guarantee of specific provision.

If a class teacher has significant concerns about a child's lack of progress, it is their duty to discuss these with the SENDCo. Responsibility for updating the school's SEN Register, with addition of, or removal of pupils lies with the SENDCo. The length of time a child remains on the SEN Register for is dependent upon their individual needs.

For pupils entered onto Colnbrook Primary's SEN Register, the school will follow the Graduated Approach. The Graduated Approach involves making assessments of individual needs, planning and trialling different types of support, and learning from what has worked and what needs revising. The graduated response recognises that there is a continuum of special educational needs, and brings increasing specialist expertise to bear on difficulties that a pupil may be experiencing. The steps taken to meet the individual needs of pupils on whole class provision maps and through Individual Support Plans (ISPs) follow this graduated response, which is also called the Assess, Plan, Do Review.

1. Assess

Drawing upon teacher's assessments and experiences of the pupil to analyse their needs.

Comparing the pupil's development in comparison to their peers and national data.

Undertaking more specialist assessment if necessary, with the involvement of external professionals where required.

2. Plan

Interventions and supports are agreed upon, based upon the outcome of earlier assessments, with an expected impact upon on progress, development, or behaviour, along with a clear date for review. This may be half – termly, or termly.

3. Do

Class Teachers will work closely on a daily basis with the pupil consulting with additional adults involved with the pupil, such as teaching assistants, learning support assistants. The intervention is overseen by the class teacher, with support from the SENDCo and the Phase and Subject leads, where necessary.

4. Review

The effectiveness of the intervention is evaluated by the Class Teacher and feeds back into the school's cycle of progress monitoring. If it is working it may continue, however if it is not, or if the desired outcomes have been achieved, some arrangements might be changed. The Class Teacher will discuss and make revisions to support in conjunction with the SENDCo and the Phase and Subject leads, when required.

We aim to give Extra-Curricular Activities the same equal access as our curriculum offer where appropriate. All of our external clubs/activities provided necessary support/equipment to achieve this enable inclusivity which includes our before-and after-school clubs.

School visits, concerts and external visitors are available to all our pupils.

We are committed to ongoing improvement of the physical environment to enable disabled pupils to take better advantage of the educational and wellbeing benefits of our facilities and provision.

## Evaluating the Provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their individual support plan targets for assessment, plans and do review ~~goals~~ each term
- Reviewing the impact of interventions as part of the four-part cycle
- Using pupil questionnaires
- Monitoring in individual subjects by the SENDCo and subject coordinators
- Using provision maps to measure progress
- Termly Pupil Progress meetings
- Holding annual reviews for pupils with EHC plans

- Holding Inclusion surgeries termly with the class teacher to flag up any concerns

The effectiveness of interventions are regularly monitored on a half termly basis, or more frequently for certain interventions.

Individual children's targets are assessed and reviewed as part of the school's cycle of progress monitoring.

### **Levels of support and provision**

#### Pre-SEND/Additional Support

The SENDCo/Subject leads may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. Resources will be shared and opportunities for continuing professional development (CPD) given. General advice from outside specialists may be sought.

#### SEND support

In consultation with parents, a child may move onto the school SEND register where they can access increased targeted support, assessment and where appropriate involvement from external agencies. The class teacher will have completed an Initial Concerns Form prior to this meeting.

If a child is given a SEND diagnosis, or they fail to make expected progress the decision to place them onto the SEND register may be made. At this stage, other assessments may be considered:

#### Educational Health Care Plans (EHCPs)

These requests can be made by school, parents or other professionals involved with the child. Requests for an Educational Health Care Needs Assessment are made when a child is not able to progress and learn without further funded support because of their high level of need. These requests are considered by the Local Authority. Requests can be made during a child's school life by the school or by carers. These requests are made if the child is not making expected progress (from their own starting points) and usually following up to three cycles of targeted SEND support. In addition it has to be shown that SEND support and associated costs have been put in place and that further support is required to ensure progress and success in their individual attainment.

### **Identifying pupils with SEN and assessing their needs**

The SEND Code of Practice makes it clear that **“all teachers are teachers of pupils with special educational needs and disabilities.”**

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

If there is on-going concern about a child's progress the Class Teacher will work closely with the SENDCO to carry out an analysis and identify their needs. The parents and the child will be included in the discussions.

Slow progress and low attainment will not automatically mean that a pupil is recorded as having SEN.

There may be need for involving other professionals to carry out further assessments, observations and consultations. Before involving other professionals, the SENDCO will seek agreement from the parents. The reports of professional involvement will be shared with the parents and with the child, as appropriate.

When deciding whether special educational provision is required, we will draw on the following sources of information:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, where applicable

Where a child's needs are complex and over and above that which can be met by the school from general resources, then the school may work with parents and other professionals to request an Education, Health and Care Plan (EHCP) from the Local Education Authority. This document would provide the pupil to a detailed assessment of the child's needs, and outcomes for the school to work towards.

When the SEND Team of the Local Authority has provided an EHCP for a child, the school is obliged to hold annual reviews to ensure that the child is progressing towards the outcomes set. The child and parents should attend the meeting, and their views will be taken into account. The EHCP may be broken down into termly targets and set out in their individual support plan.

Where possible, a child with an EHCP will be taught within their mainstream class, with additional support depending on their needs. The SENDCO and Headteacher will work closely with the Class Teacher and the child's parents to determine the best way to support the child within school.

### Medical conditions

The school will make arrangements to support pupils with medical conditions. Individual health care plans and/or Education, Health and Care Plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where pupils have SEND, their provision will be planned and delivered in a co-ordinated way with the care plan. Refer to First Aid and Administering Medicine Policy.

## **Training – Staff & Community**

SEND Continuous Professional Development is the shared responsibility of the Deputy for Development and SENDCo. Our aim is to ensure all staff have a working understanding of each individual child's needs, as well as recognition of patterns, behaviours and supporting techniques. Our Class Teachers are trained to plan for progression and to create and implement individual plans. Regular opportunities for reviewing these plans will be provided and Class Teachers are reminded to liaise with the SENDCo throughout the year for support and guidance. Class teachers will be guided to work with parent/carers to support children inside and outside the classroom and we will also take guidance to support specific training for their children's needs.

Class teachers, or the SENDCo may have anonymous discussions with external agencies who may be involved in supporting a child names will be anonymous at this stage without parental consent. If any further specialist/external action is deemed suitable, parents will be contacted, and parental permission sought for such involvement.



We have a growing number of support staff trained as Emotional Literacy Support Assistants, (ELSAs) supervised by the Slough Educational Psychology Service. The ELSAs work 1:1 or in small groups, providing support on self-esteem, anger management difficulties and bereavement among another things. The school's SENDCo regularly attends the Local Authorities SENCO network meetings in order to keep up to date with local and national updates with SEND.

## **Supporting pupils' transition between settings**

We endeavour to liaise with other schools to ensure that all of our pupils with SEND are able to transfer successfully. We welcome visits from staff at receiving schools, and invite the SENDCo / Year Leader from the receiving school to attend the Year 6 Annual Review of any child with an EHCP.

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## **Resolving Complaints**

Complaints about SEND provision should be made to the Class Teacher or the SENDCo in the first instance. Where informal attempts have been unsuccessful in resolving a complaint, then the complainant will follow the steps of the complaint procedure as described in the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

- **Special Educational Needs & Disability Team,**  
Slough Borough Council  
Observatory House, 25 Windsor Road, Slough, SL1 2EL Tel:  
01753 787676.  
Email: [sendteam@slough.gov.uk](mailto:sendteam@slough.gov.uk)

- **Slough SEND Information Advice and Support Service (SENDIASS)**  
01753 787693 [sendiass@slough.gov.uk](mailto:sendiass@slough.gov.uk)

- **Parent Partnership Service** 01753787693

- **Slough Psychology Service**  
Observatory House  
25 Windsor Road Slough SL1 2EL  
Telephone: 01753 787660  
Email: [psychologyadmin@slough.gov.uk](mailto:psychologyadmin@slough.gov.uk)

- **Home school transport**

- **Slough Services Guide**

### **Further Information**

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

### **The local authority local offer**

Our contribution to the local offer is [here](#).

The Slough Local Offer can be accessed via this link:

<http://search3.openobjects.com/kb5/sloughcst/directory/localoffer.page>

### **Monitoring arrangements**

This SEN Policy and Information Report will be reviewed by SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the local governing board.

### **Links with other policies and documents**

This policy links to our policies on:

- Accessibility Plan
- Complaints Policy
- Therapeutic Behaviour Regulation Policy
- Equalities Policy
- Supporting Children with Medical Conditions Policy

## Appendix 1: A definition of Special Educational Needs

A pupil has **Special Educational Need (SEN)** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a **learning difficulty** or disability if they have:

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

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools (SEND Code of Practice, 2015).

Below is a glossary of frequently used SEND terms:

<b>ADHD</b>	Attention Deficit and Hyperactivity Disorder
<b>ASD</b>	Autistic Spectrum Disorder
<b>CAMHS</b>	Child & Adolescent Mental Health Service
<b>CoP</b>	Code of Practice (refers to the <i>SEND Code of Practice, 2015</i> )
<b>CYP</b>	Children & Young People
<b>DLD</b>	Developmental Language Disorder
<b>EAL</b>	English as an Additional Language
<b>EHCP</b>	Education Health Care Plan
<b>ELSA</b>	Emotional Literacy Support Assistant
<b>EP</b>	Educational Psychologist
<b>FSM</b>	Free School Meals
<b>HI</b>	Hearing Impairment
<b>ISP</b>	Individual Support Plan
<b>ILP / LP</b>	(Individual) Learning Plan
<b>KS</b>	Key Stage
<b>LA</b>	Local Authority
<b>MLD</b>	Moderate Learning Difficulty
<b>NC</b>	National Curriculum
<b>OT</b>	Occupational Therapy / Therapist
<b>RB</b>	Resource Base
<b>SALT / SLT</b>	Speech and Language Therapy / Speech and Language Therapist
<b>SEN</b>	Special Educational Needs
<b>SEND</b>	Special Educational Needs and Disabilities

<b>SENDCO</b>	Special Educational Needs and Disabilities Coordinator
<b>SLCN</b>	Speech, Language and Communication Needs
<b>SLD</b>	Severe Learning Difficulty
<b>SpLD</b>	Specific Learning Difficulty
<b>VI</b>	Visual Impairment

## Appendix 2: Roles and responsibilities

### The SENDCO

The SENDCO is James Thomas (email: [mail@colnbrookprimary.com](mailto:mail@colnbrookprimary.com) tel. 01753683661) who will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with previous and potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

### The SEND Governor

The SEND governor, Robert Weeks (email: [mail@colnbrookprimary.com](mailto:mail@colnbrookprimary.com). tel. 01753683661) will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

## **The Headteacher**

The headteacher, Tom Brunson (email: [mail@colnbrookprimary.com](mailto:mail@colnbrookprimary.com). tel. 01753683661) will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Following the advice / directions of any external professionals supporting a SEND pupil
- Ensuring they follow this SEND policy

## **The Role of Learning Support Staff/Teaching Assistants**

- Support staff who work with SEND pupils, should be aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.
- Support staff will be deployed to support and deliver interventions, which have been selected to meet the outcomes identified for the pupil, based on based upon their need.
- Support staff are required to be aware of all policies and procedures relating to the education of pupils with SEND.

Support staff will work in collaboration with class teachers to ensure that SEND pupils are having their needs effectively met. Support staff will follow the direction of class teachers to achieve this and communicate pupil progress and impact of any additional support/ interventions they are providing to SEND pupils. Where necessary, they may consult with the school SENDCo for additional support.

## Appendix 3: Support in the Four Areas of Need

### Area of Needs

There are four broad areas of need with SEND:

1. Cognition and Learning Needs - *including literacy and numeracy difficulties, children with Dyslexia and Dyscalculia,.*
2. Communication and Interaction Needs - *including children/young people with Autism and Speech, Language and Communication Needs.*
3. Social, Emotional and Mental Health Needs - *including children and young people with ADHD.*
4. Sensory and/or Physical Needs - *including children and young people with Hearing, Visual Impairment, Cerebral Palsy*

Area of Need	Related Diagnosis	Internal Provision	External Provision
		<u>Types of Provision</u>	
<b>Social, Mental and Emotional Health</b>	ADHD	<p>PSHE lessons</p> <p>Social stories</p> <p>Behaviour plans</p> <p>Emotional Literacy Support Assistants (ELSAs)</p> <p><b>*See Behaviour Policy for further details</b></p> <p>The ELSAs work 1:1 or in small groups, providing support on self-esteem, anger management difficulties and bereavement among another things.</p> <p>The Zones of Regulation</p>	<p>We can ask for support from SEBDOS Outreach Team based in LittleDown School.</p> <p>We can refer children to the Children's and Adolescent Mental Health Service (CAMHS).</p> <p>We can also refer children to the Sloughs Mental Health Support Team.</p>

<p><b>Cognition and Learning</b></p>	<p>Dyslexia Dyscalculia</p>	<p>Dyslexia Friendly literacy equipment e.g. reading rulers, writing slopes, specific pens.</p> <p>Advice from Slough's Inclusion Team</p> <p>Dyslexia screening</p> <p>Class based Literacy and Maths Support groups.</p> <p>Literacy Interventions</p> <p>Maths Interventions with concrete resources e.g. Numicon, Deans</p>	
<p><b>Communication and Interaction</b></p>	<p>SLCN - Speech, Language and Communication Needs</p> <p>ASC - Autistic Spectrum Condition</p>	<p>Playground support</p> <p>Social Thinking Group Work</p> <p>The Zones of Regulation.</p> <p>TEACCH strategies</p> <p>Lego Therapy</p> <p>Attention Bucket</p> <p>Communication board</p> <p>Makaton</p>	<p>We have access to support from Owl therapy for Speech and Language needs and advice for pupils with autistic spectrum condition (ASC). Families and teachers can seek advice from the Autism Advisory Service.</p> <p>We can refer families to Autism Advisory Service for a package of support.</p>

<b>Sensory and/or Physical Need</b>	Hemiplegia  Developmental Co-ordination Disorder	Attention and Sensory Feedback equipment e.g. fiddle toys, wobble cushion Sensory circuits Occupational Therapy and Physiotherapy input from professionals.	We can access Occupational Therapy and Physiotherapy packages of support
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	(Dyspraxia)  Hearing Impairment Visual Impairments	Use of sensory room and resources to build muscle strength and proprioception e.g. Scooter Boards, therma bands  Hearing aids and Class Radio aids Appropriate font size and class placement.	Hearing Impairment Service  Support from Vision Impairment Service
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