



Shawfield Primary School

Special Educational Needs/Disabilities Policy

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Special Educational Needs/Disabilities Policy

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1. Aims and objectives

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Raise the aspirations of and the expectations for all children with SEND
- To ensure that the SEND of all children are identified and met throughout the school through an inclusive curriculum
- To create a school environment in which all children are included, valued and challenged whilst having full access to all aspects of the school life both curricular and extra-curricular
- To support all children, whatever their needs or abilities, to become confident, independent learners
- To identify the role and responsibilities of staff in ensuring the inclusion of children with SEND
- Involve parents/carers and children at all stages in decision making
- To support parents/carers in identifying their children's special needs, accessing professional advice and meeting their children's needs
- To ensure the SEND policy is understood and implemented consistently by all staff

2. Vision and Values

At Shawfield Primary School, we believe that every teacher is a teacher of every child, including those with SEND and that all children have the right to an education which develops their personality, talents and abilities to the full*. We provide an inclusive curriculum that supports all pupils to reach their full potential. We work closely with parents/carers to identify and remove barriers to learning, ensuring that all pupils have access to a broad and balanced curriculum.

For further information, see our *SEND Information Report* on the school website.

**Articles 28 & 29, UN Convention on the Rights of the Child*

3. Legislation and Guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on 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 local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy was developed by the school's SENDCo, in collaboration with the Senior Leadership Team (SLT) and the SEND Governor.

4. Inclusion and equal opportunities

Shawfield Primary School is committed to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We value and respect diversity in our school and do our very best to meet the needs of all our learners. Through our curriculum, resources and policies we aim to reflect and celebrate the full range of cultures in our community and as part of this, we work closely with REMA (Race and Ethnic Minority Achievement) to engage and support our Traveller families.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A child has SEN if they have a learning difficulty or disability that requires 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 most 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

Children may have SEND throughout their school career or only at specific times.

A child with SEND will require support that is additional to and different from that made generally for other children in their class.

5.2 Disability

Children are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for children with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

There are four categories of SEND described in the 2014 Code of Practice:

Communication and Interaction

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.

Pupils who are on the autism spectrum often have needs that fall in this category.

Cognition and Learning

Pupils with learning difficulties usually learn at a slower pace than their peers.

A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, Emotional and Mental Health

These needs may reflect a wide range of underlying difficulties or disorders.

Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory and/or Physical

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

At Shawfield Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just their SEND. Other factors may impact progress and attainment and although the school will work closely with parents to overcome any barriers to learning, the following are not considered to be SEND:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour**

*** It should be noted that behaviour is not considered to be a SEND but an underlying response to a need, which would require identification*

6. Roles and responsibilities

6.1 The SENDCo

The SENDCo is responsible for managing SEND provision within the school. The SENDCo is available during the day and can be contacted via the school office (01252 320379).

The SENDCo will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN 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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner

- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Governing Body

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Ensure that the school adheres to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice and fulfils its statutory obligations
- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Have a clear approach to identifying and responding to SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

6.3 The SEND link governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 The Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes

- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents and carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The children

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances.

The school's first response is high quality targeted teaching by the class teacher and to inform parents/carers of the child of the teachers concerns. Where progress continues to be less than expected, the class teacher will complete an **Initial Concern Sheet** (see Appendix 1) and discuss their concerns with the SENDCo.

In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage, **additional support** may be put in place as a pupil's response to such support can help to identify their particular needs.

Additional support can take many forms.

- a differentiated learning programme for your child
- being part of a specific intervention programme
- extra help from a teacher or a teaching assistant
- using additional resources
- using specialised resources
- your child working in a small group or 1:1 with an adult
- observation of your child in class or at break and keeping records
- helping your child to take part in the class activities
- making sure that your child has understood things by encouraging them to ask questions and to try something they find challenging
- helping other children to work with your child, or play with them at break time
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- time with the Home-School Link Worker (HSLW) or Emotional Literacy Support Assistant (ELSA)

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- South West Specialist Teachers for Inclusive Practise (STIP)
- Speech and Language Therapy Service
- Occupational Therapy Service
- Behaviour Support Service (BSS)
- Autism Outreach Team
- Physical/Sensory Support Service (PSS)
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer, then a child might not be considered SEND or placed on the SEND register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEND register at **SEND Support**. The school will then seek to remove barriers to learning and put effective special educational provision in place.

8.2 The four-part cycle

This begins a cycle of **'ASSESS-PLAN-DO-REVIEW'** with the child at the centre of the process. A **Support Plan** (see Appendix 2), may be started which includes an individual provision map and a one-page profile. This plan is intended to be a working document which is regularly updated as more is understood about the child's SEND. Not all sections of the plan will be completed when a concern is first raised, and some sections may only need to be completed if the school applies for an Education Health and Care Plan. The class teacher is responsible for the child's Support Plan, which is stored electronically in the child's confidential files.



Assess: We will regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEND Support is required the teacher and SENDCo will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

(For further information see Surrey SEND:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>)

8.3 Consulting and involving children and parent/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers. We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.4 Levels of support

School-based SEN provision

Children receiving SEN provision will be placed on the school's SEND register. These children have needs that can be met by the school through the graduated approach. Where the child's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these children is funded through the school's notional SEND budget.

On the census these children will be marked with the code K.

Education, health and care (EHC) plan

Children who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the child, the provision that will be put in place, and the outcomes sought.

The provision for these children will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these children will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

9. Attendance

Many children with SEND face complex barriers to attendance. Their right to an education is the same as any other child and therefore the attendance ambition for these children is the same as it is for any other child. However, they may need additional support.

Our approach to supporting children who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that children with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer children with SEND, and the support we provide to help children overcome any communication barriers they face, see our safeguarding and child protection policy.

11. Expertise and training of staff

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The training needs of staff are identified and planned by taking into account the School Improvement Plan priorities, individual appraisal and development needs and the needs of the children.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo regularly attends local SENDCo network meetings and training in order to keep up to date with current initiatives locally and nationally and to seek out and share best practice. The SENDCo updates staff of developments via staff meetings, regular TA meetings and by leading staff training sessions.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers for inclusive practice
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

13. Admissions and accessibility arrangements

13.1 Admission arrangements

At Shawfield, we are committed to ensuring an inclusive and supportive learning environment for all pupils, including those with Special Educational Needs (SEN) and disabilities. Our admissions process is designed to be fair, accessible, and fully compliant with the Equality Act 2010 and the School Admissions Code.

Admission of Pupils with SEN and Disabilities

- We welcome applications from all children, including those with SEN and disabilities, and do not discriminate in our admissions process.
- We work closely with parents, carers, and professionals to ensure that the needs of prospective pupils are carefully considered and the necessary support is in place before they start school.

Admission of Pupils with an Education, Health, and Care (EHC) Plan

- Pupils whose EHC plan names our school are given priority admission, as required by the School Admissions Code.
- Before offering a place, we liaise with the Local Authority and families to ensure that we can meet the child's needs effectively.

Oversubscription Criteria and Fair Access

- Our oversubscription criteria are applied fairly and do not disadvantage pupils with SEN or disabilities.
- We ensure that reasonable adjustments are made to accommodate the needs of all pupils, including those with mobility or sensory impairments.
- We work closely with families and external agencies to provide a smooth transition into school, ensuring all children feel welcomed and supported.

If you require further information about our admissions arrangements for pupils with SEN and disabilities, please contact the school office.

13.2 Accessibility

The school building is on one floor with ramp access at the main entrance/exit making the building fully wheelchair accessible. There is a fully fitted disabled toilet and lift access from the hall to the playground.

Regular acoustic reviews are carried out by the Hearing Impaired Service to improve the listening conditions in our classrooms and hall.

The school has an Accessibility Plan which is available from the School Office or school website.

14. Complaints about SEND provision

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Parents may seek advice on resolving disagreements through the LA /The Independent Mediation Service. For further information about this process please contact the school office.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

15. Monitoring and evaluation arrangements

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

This policy will be updated by the SENDCo every 3 years in light of any changes or new requirements for SEND and reviewed by the Governing Body.

16. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

APPENDICES

Appendix 1 – Initial Concern Form

APPENDIX 1



Expression of concern form

Pupil's name	DOB
	Year group
Person raising Concern	Date

What is the concern?

What have you done to help support already?

What effect have these actions had for the child?

Has anyone else expressed concern for the child?

Concern about progress – provide data points from assessments/interventions
(Termly tests, Star reader, Phonics screens, Sandwell, Salford)

Shawfield Primary School Overview Provision Map

Universal - Wave 1 Accessed by all pupils	Area of Need	Targeted - Wave 2 SEN Support	Specialist - Wave 3 More Intense SEN Support
<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome. • Visual aids, manipulatives and modelling by adult. • Visual timetables • I.T. (computers, learn pads, whiteboards) • In class T.A. or targeted teacher support with learning & progress • Structured and consistent classroom routines & rules • Variety of pupil grouping e.g. pairs, mixed ability • Clear and specific instructions • Consistent reward system and sanctions • Whole school behaviour approach. • Celebration of success in displays and assemblies. • Handwriting practice • Pencil grips / triangular pencils • Use of alternative methods of recording e.g. scribes, IT • Link learning to pupil's own experience • Use scaffolding e.g. writing frames • Use Key Vocabulary e.g. displays, pre-teaching • Circle Time • PSHE focused work • Positive Touch • Zones of Regulation • Language-rich Classroom 	Cognition and Learning (C&L)	<ul style="list-style-type: none"> • Small Phonics group • NELI Programme • Catch Up Literacy • Sound Training • Reading Wise • SHINE Maths • 1st Class at Number • Catch Up Numeracy • Small group work –withdrawal • Precision Teaching • Targeted in class support from TA • RWI Fresh Start 	<ul style="list-style-type: none"> • 1-1/small group support in class • 1-1/small group support in withdrawn • Task Management boards • Specialist IT programs • Advice from EP / Specialist Teacher • SATs Concessions
	Communication and Interaction (C&I)	<ul style="list-style-type: none"> • Language modelled by C.T / T.A. • Use of IT • Specific programmes provided by SALT. • Lego Therapy • NELI Programme • ELSA 	<ul style="list-style-type: none"> • Specific SALT prog • ELSA • Makaton signing • Simplified language used. • Small SALT groups work • 1-1 with SALT
	Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> • ELSA • Social stories • Lego Therapy 	<ul style="list-style-type: none"> • Social stories • ELSA • Individual reward systems • Modelling games and play activities
	Sensory & Physical (S/P)	<ul style="list-style-type: none"> • Handwriting group • Access to fidget toys • Hand / Dough Gym • Fine motor skills group • Specialised pencils/ pencil grips 	<ul style="list-style-type: none"> • Physiotherapy prog. • O.T. Programmes • Specialist equipment e.g. Sloping desk Specialised scissors Ear defenders Radio Aid