

# BEREWOOD PRIMARY SCHOOL



## Special Educational Needs and Disability Policy

**September 2023**

<b>Revised by School</b>	September 2023
<b>Responsible Person</b>	Head Teacher
<b>Responsible Committee</b>	Full Governing Body
<b>Ratified by GB</b>	Autumn 2023
<b>Next Review</b>	October 2024



## **BEREWOOD PRIMARY SCHOOL**

### A distinctive vision

At Berewood Primary School we see education as a journey of discovery to fire the imagination, to establish a sense of self, and to gain the confidence to take full part in the wider world.

### An ethos of local partnership

Berewood Primary School and the University of Chichester Academy Trust share the belief that education has the power to transform society. Our school is deeply rooted in its locality and encourages the involvement and interest of parents and the community, recognising that strong and vibrant communities have partnership and inclusion at their heart.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (send)** **POLICY**

SENCo: Laura Annalls

Miss Annalls has completed the National Award for SEN Co-ordination, and is a practicing qualified class teacher.

### **Aims and Aspirations**

We believe that all children have the right to a broad and balanced curriculum in which individual potential can be achieved in an atmosphere of encouragement, acceptance and respect. Staff and Governors operate an open admissions policy for children with special needs and disabilities and aim to fully integrate children with SEND into the academic and social life of the school and to enable them to work to their potential.

The school will ensure that children with SEND are encouraged to develop confidence and recognise value in their own contributions to their learning. They will be encouraged to participate in the decision making processes and contribute to the assessment, target setting and review of their needs. Children with SEND will not be placed at a disadvantage in comparison with other children.

The school recognises the importance of parents/carers in helping children to achieve their potential and so they will be valued and treated as partners and encouraged to play an active and valued role in their children's education.

We aim to raise the aspirations of and expectations for all pupils with SEND.

### **Objectives**

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the statutory guidance provided in the **Special Educational Needs and Disability Code of Practice July 2014**.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a SENCo who will work with the SEND policy. (If the SENCo does not hold the National Award for SEND Co-ordination they must agree to work toward this within the first year of appointment.)
- To ensure that every teacher is a teacher of every child, including those with SEND
- To provide support and advice for all staff working with special educational needs.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

This policy details how our school will do its best to ensure that appropriate provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them.

### **Inclusion and Access**

We believe that all children should be equally valued in school. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

### **Access to the Curriculum**

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate. The school will ensure that the curriculum and extra-curricular activities are barrier free and do not exclude any pupils. Wherever possible, specialist resources and equipment will be available and adapted to meet the needs of an individual.

## **Access to the Environment**

At Berewood Primary School all buildings have suitable wheelchair chair access for entering, leaving and manoeuvring.

We have made sure that there are good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, quiet areas).

## **Definition of Special Educational Needs and Disabilities**

Children have special educational needs and disabilities (SEND) if they have a cognition and learning, physical and/or sensory, communication and interaction or social, emotional and mental health difficulty which calls for special provision to be made for them which is additional to and different from quality first teaching.

There is no need for pupils to be registered or identified as having SEND unless the school is taking additional or different action. The triggers for intervention will be concern, underpinned by evidence, about a child who, despite differentiated learning opportunities and/or additional support, makes:

- little or no progress over a specified period of time even when teaching approaches are targeted at a child's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some areas of the curriculum
- presents persistent social, emotional or mental health difficulties which are not helped by the techniques usually employed in the school
- has physical or sensory problems and continues to make little or no progress
- has communication and/or interaction difficulties and continues to make little or no progress.

We also recognise that there are a numerous factors that may impact on progress and attainment but are not considered special educational needs. For example:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being a child of servicemen/women

## **A graduated approach to SEND support**

Berewood Primary School operates a graduated response to identifying and providing support for children with SEND which will be underpinned by the "assess, plan, do, review" cycle.

The progress of every child in the school will be tracked by the Head teacher, SENCo and class teachers throughout the year. At every assessment review period the SENCo will monitor data and identify

children who have made no or persistently slow progress. The names of these children will be shared with class teachers and discussed at progress meetings.

## **School Support**

Where a child's data shows no or persistently slow progress for more than one assessment period in one or more subject areas of Reading, Writing or Maths (and they have not already been identified as being a child with SEND), a variety of support tools may be used to identify the reason why the child is not achieving well. This information will be shared with the SENCo and teaching staff who will consider the needs of these children as part of Quality First Teaching and targeted intervention. Hopefully this will be enough to remove them from the School Support list within the next assessment period. The Headteacher will also contribute to the list if children are identified as making no or persistently slow progress during teacher data meetings.

## **Raising Concern**

If after one assessment period, a child on the School Support list continues not to make progress or a parent/member of staff have raised concerns about a child the class teacher will complete a 'Raising Concern' document to identify the child's strengths, weaknesses, planned intervention and next steps required and date for review. This will then form the basis for a teacher and/or SENCo meeting to be held with the child's parents.

## **Levels of School Support**

In Berewood Primary School we identify different levels of support needed and refer to these as Wave 1 and Wave 2.

### **Wave 1 (W1)**

If parents/carers agree with staff that 'additional to or a different' provision is required for their child then a decision could be made to move the child's name into the W1 stage of the SEND register. Here the child will have their needs and provision recorded. They may receive group or 1-1 intervention and will be identified on class planning with differentiated activities linked to their level of ability and next step of learning. The provision will be reviewed and updated at least three times a year at pupil progress meetings and shared with parents through parent consultations and other planned meetings when appropriate. It is hoped that appropriate intervention at this level will be sufficient to make accelerated progress and move closer to age related expectations and thus be removed from the SEND register.

### **Wave 2 (W2)**

When there is evidence that the pupil is making insufficient progress despite significant support and intervention at W1, further advice and support may be sought from outside professionals thus moving the child to W2. Children at this level will continue to have their provision planned and recorded and a pupil passport will be written. Here teachers will assess, and with parents and children plan long term outcomes which are linked to the child's area of need. The passport will identify strengths and any help arrangements necessary. The passport will then form a working document which outlines additional provision and support received. This is then reviewed/updated with the child and their parents on a termly basis. Where possible and appropriate the child will take part in the whole process.

Where an external support service has been involved they will meet with the SENCo and may also meet with parents to discuss areas of concern and advice teachers and parents on ideas, strategies and resources for support. They may provide additional assessments if appropriate.

### **Request for statutory assessment**

Where a request for statutory assessment (RSA) is made by the school or parent to the LA, the child will have demonstrated significant cause for concern over a significant period of time. The LA requires detailed information on the child's specific needs and programmes of work undertaken, with reference to activities and resources. This evidence could take the form of:

- reviewed and updated Pupil Passports and provision maps linked to professional advice over at least two terms
- summary of needs relating to the child's cognition and learning, physical and/or sensory, communication and interaction or social, emotional and mental health barriers
- references to the pupil's health
- Attainment in literacy and numeracy
- Educational and other assessments, e.g. from a member of the advisory support staff, speech and language or an educational psychologist
- Views and statements of intent from the parents, child and school where possible and practicable.
- Involvement of other professionals e.g. health, social services or educational welfare service

### **Statutory Assessment of Special Educational Needs**

Where the evidence presented to the LA suggests that the child's difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special needs.

Statutory assessment involves consideration by the LA, working in coproduction with the school, parents and other agencies as to whether a statutory assessment of the child's needs is necessary. The LA may decide that the degree of the pupil's difficulties and the nature of the provision necessary are such as to require them to determine the child's special educational provision through an Education Health and Care Plan (EHCP).

There is a right of appeal against an LA decision on a child's Statutory Assessment or EHCP which is considered by an independent SEND tribunal. Under the Code of Practice 2014, parents will also be able to request independent disagreement resolution, further LA specific information about this process is available from the Hampshire County Council SEND team and Support4Send.

### **Education Health and Care Plan (EHCP)**

Children with an EHCP will also have a Pupil Passport and details of their assessment, attainment and additional support (i.e. interventions, 1:1, educational psychologists etc) will be recorded on the whole school provision map which will identify how all of their long term objectives and outcomes are being supported. These documents will be updated at least three times a year and form the basis of discussion during annual EHCP Review meetings and end of year transition notes to the child's new class teacher. As far as possible these aims will be implemented within the ordinary classroom setting and the delivery of these interventions will be targeted and planned for by the class teacher.

An EHCP need will not automatically qualify a child for a named 1-1 Teaching Assistant, as part of the child's targeted development will be linked to acquiring independent life and learning skills that are in line with their level of understanding and ability. However, additional support and targeted intervention linked to the EHCP long term objectives will form an integral part of the child's provision. We will always use our best endeavours to ensure appropriate provision is in place to meet a child's needs regardless of an EHCP.

### **Annual Review of an EHCP**

All EHCPs must be reviewed annually with the parents/carers, the pupil, the LA, the school and other professionals involved, invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special provision specified in the statement. The class teachers and/or support staff will be expected to attend these meetings. This review will focus on the achievements as well as the difficulties encountered.

### **Roles and responsibilities**

All staff and members of our school community are responsible for identifying, teaching and supporting pupils with SEND.

The **Governing Body** will ensure that it makes provision for all pupils with SEND by allocating appropriate resources within the school, based on an audit of need. In addition, under the Children and Families Act 2014 s. 66 the Governing Body must use their 'best endeavours' to actively monitor special educational provision within the school.

**Miss Laura Annalls** is the school's SEND co-ordinator (SENCo), with responsibility for:

- liaising with teachers, support staff, parents/carers and support agencies on matters relating to SEND provision

- overseeing the day to day operation of the school's SEND policy as well as co-ordinating provision for pupils with SEND
- monitoring and reviewing Pupil Passports/Provision Maps, oversees records of SEND pupils
- organising the annual reviews of children with Education Health Care plans (EHCP)
- regularly checking the school tracking data for different groups of children including those with SEND, children who receive FSM, looked after children, those who speak English as an additional language (EAL), those whose parents are members of the armed forces and those who are receiving targeted intervention.
- regularly reporting to the Headteacher, Governors and, where appropriate the University of Chichester Academy Trust, relating to these groups of children.
- ensuring that all relevant transition arrangements and information, provision maps and next step targets for all children on the SEND register are passed onto the next class teacher at the end of the summer term.
- identifying and ensuring that the training needs of staff are met.

The SENCo is a Qualified Teacher who holds the National Award for SEN Co-ordination or if the SENCo does not hold the National Award for SEN Co-ordination they must agree to work toward this within the first year of appointment.

In some cases **professionals from Health, the Local Authority, Social Services or other Outside Agencies** may already be involved with the child. When these professionals have not already been working with the identified child, the parents, school staff, SENCo (with the full knowledge and approval of the parents) may contact them in order to request assessments that will provide a better understanding of the specific needs and strategies required for that particular individual. The SENCo will support the further assessment of the child and monitor any action taken.

The child's **class teacher** will remain responsible for working with the child on a daily basis and for assessing, planning, delivering and reviewing an individualised or group programme. Teachers will be responsible for setting, recording and updating targets and implementing provision made for a child with SEND which will be dictated by the stage at which the child is at on the SEND register. They will also be required to request to meet and share current and achieved outcomes with parents (ideally whenever they are updated) but at least once a term which may be in addition to the usual parents evening meetings. All classroom documents relating to children with SEND will be kept securely in a labelled folder in the SEND office and/or in a restricted file on the school server so that all those involved with teaching the child may have access to them.

**Parents/Carers** are consulted and kept informed of the actions taken to help their child and invited to review meetings three times per year, or more frequently if appropriate. These meetings may be in addition to parents evening. These meetings are also in addition to annual review meeting for a child with a statement/EHCP. Parents and Carers are encouraged to initiate more regular meetings if required to discuss their concerns and to plan steps forward for their child.

In the event of the desire to use outside agencies to support or assess a child, parents will be notified of this in advance of the appointment. Parents will be asked to sign their permission on a consent form in order for this involvement to be initiated.

Where parents or carers decide not to agree to include their child on the SEND register, this will be recognised and recorded. The school will however continue to monitor and provide support and intervention where appropriate for the child, in line with normal classroom differentiated practice.



### **Procedure for dealing with complaints**

Parents of children with SEND are encouraged to keep their child's class teacher advised of any concerns they may have about progress, teaching methods or social, emotional and mental health difficulties. Where parents cannot be reassured by the class teacher, the matter will be brought to the attention of the SENCo. The SENCo and class teacher will invite the parents to discuss concerns.

Formal complaints should be initially directed to the Headteacher who will strive to resolve the problem in consultation with the SENCo where appropriate. Where agreement cannot be reached with the Headteacher, the matter will be passed onto the Governing Body, who will advise the complainant of subsequent procedural process. Copies of the formal complaints procedures and policy are available on request.

### **Transition Arrangements**

Arrangements are made for teachers to meet a representative from the local secondary schools at the end of the school year prior to transfer. In some cases the SENCo will liaise with school and arrange additional transition sessions for children who will find the move stressful or difficult. All SEND records and reports are transferred to the secondary schools at the end of KS2 or to the receiving school if the child leaves before this.

### **Monitoring and Review**

This policy will be reviewed by all staff and Governors in October 2023, and reviewed annually.

### **Appendixes**

1. FAQ
2. Teacher checklist
3. Structured conversation/Record of Parent meeting/SENCo consultation form
4. Raising Concern
5. Provision map (example)
6. Pupil Passport (example)
7. Provision map overview

## **Appendix 1 Frequently Asked Questions (FAQ)**

### **1. How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?**

*See*

- *Definition of Special Education Needs*
- *Role and Responsibilities*

### **2. How will the school support my child?**

*See*

- *A graduated approach to SEN support*
- *Roles and responsibilities*
- *Appendixes 2-6*

### **3. How will the curriculum be matched to my child's needs?**

*See*

- *Appendix 6 Provision Map overview (Quality first teaching differentiation approaches are identified in Wave one and Wave two.)*

### **4. How do school and I know how my child is doing and how will you help me to support my child's learning?**

*See*

- *A graduated approach to SEN support*
- *Roles and responsibilities*
- *Appendix 2, 3 and 6*

### **5. What support will there be for my child's overall well being?**

*See*

- *Aims and Aspirations*
- *Objectives*
- *Inclusion and Access*
- *Appendix 6*

### **6. What specialist services and expertise are available at or accessed by the school?**

*See*

- *A graduated approach to SEN support; School Action +, Request for statutory assessment*
- *Roles and responsibilities*
- *Appendix 6 (wave three)*

### **7. What training are the staff supporting children with SEND had or are having?**

*See*

- *Objectives*
- *Roles and responsibilities (SENCo)*

**8. How will my child be included in activities outside the classroom including school trips?**

*See*

- *Inclusion and access*
- *Access to the curriculum*

**9. How accessible is the school environment?**

*See*

- *Access to the environment*

**10. How will the school prepare and support my child to join the school or transfer to a new school?**

*See*

- *Transition arrangements*

**11. How are the schools resources allocated and matched to children's special educational needs?**

*See*

- *Roles and responsibilities*

**12. How is the decision made about what type and how much support my child will receive?**

*See*

- *Definition of Special Education Needs*
- *A graduated approach to SEND support*
- *Roles and Responsibilities*

**13. How are parents involved in the school? How can I be involved?**

*See*

- *Aims and aspirations*
- *Objectives*
- *Roles and responsibilities*

**14. Who can I contact for further information?**

*Class teacher*

*SENCo*

*Headteacher*

## Appendix 2 Teacher Checklist

	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2	
	September	October	November	December	January	February	March	April	May	June	July
Whole School	PM Benchmarking and/or Phonics assessments completed if needed. Data to be added Reading Assessment Spreadsheet			<u>Data Deadline</u> Autumn End on OTrack 9am Friday 8 <sup>th</sup> December RWM  YR on BPS Spreadsheet	Add reading book band/PM benchmarking data onto Reading Assessment Spreadsheet		<u>Data Deadline</u> Spring End on OTrack 9am Friday 15 <sup>th</sup> March RWM&GPS  YR on BPS Spreadsheet	Add reading book band/PM benchmarking data onto Reading Assessment Spreadsheet		<u>Data Deadline</u> Summer End on OTrack 9am Friday 21 <sup>st</sup> June RWM YR on OTrack  *This should* match what has been reported on Annual Reports to *Parents*	Add reading book band/PM benchmarking data onto Reading Assessment Spreadsheet
SEND	PM Benchmarking Salford for Low Readers Sandwell for Low mathematicians Add results to SEND Provision Map				PM Benchmarking Salford for Low Readers Sandwell for Low mathematicians Add results to SEND Provision Map				PM Benchmarking Salford for Low Readers Sandwell for Low mathematicians Add results to SEND Provision Map		

**Appendix 3 Structured conversation/Record of Parent meeting/SENCo consultation form**

Name of Child:  Date of meeting:	Child's date of birth:  Year group:
Attendees:	Agencies involved (if appropriate):
	Is the child a Looked After Child? Yes / No  Has an E-CAF / Early Help assessment been completed for this child? Yes / No  FSM <input type="checkbox"/> HMF <input type="checkbox"/>
Child's code stage:  N/A <input type="checkbox"/> W1 <input type="checkbox"/> W2 <input type="checkbox"/> EHCP <input type="checkbox"/>	

Summary of discussion
Agreed actions          Date of follow up meeting (if appropriate):

**Appendix 4 Raising Concern**

Name of Child:  Date:	Child's date of birth: Year group:
Who is contributing to this record of concern? (Teacher/support staff/parent/pupil/SENCo/other)	External Agencies involved (if any):
	Is the child a Looked After Child? Yes / No Has an E-CAF / Early Help assessment been completed for this child? Yes / No  FSM <input type="checkbox"/> HMF <input type="checkbox"/>
Completed by:	
Main area of concern: Cognition and Learning <input type="checkbox"/> Physical and/or Sensory <input type="checkbox"/>	Communication and Interaction <input type="checkbox"/> Social, Emotional and Mental Health <input type="checkbox"/>

Brief description of strengths (Bullet points)
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Brief description of difficulty (Bullet points)
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Details of strategies which have been used with this pupil within Quality First Teaching (Bullet points)
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Note of discussion with pupil (where appropriate)	Note of discussion with parent/carer
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Data

	Latest NC Level (Include date of assessment)	Assessment Used	Age at assessment (Years and mths)	Age equivalent	Standardised Score	Comment
Reading						
Writing						
Spelling						
Maths						
Memory						
Other						

Action following discussion with the SEN Co-ordinator:

Remain within Quality First Teaching	<input type="checkbox"/>
Move to W1 and place pupil on SEN Register	<input type="checkbox"/>
Move to W2, place pupil on SEN Register and begin a Pupil Passport	<input type="checkbox"/>

## Appendix 5 Provision Map

Name	D o B		Year Group	Stage	Primary Needs Code	Additional Needs Code	SEND ASSESSMENTS																																		
	27.09.17	1	W2		SEMH																																				
	23.07.18	1	W2		SEMH																																				
	4.10.18	1	W1		C&I																																				
	07.06.17	2	W1		C&I	SEMh	28																																		
	17.02.16	2	W1		C&I																																				
	26.05.17	2	W1		C&I		35																																		
	5.1.17	2	W1		SEMH		10																																		
	28.12.16	2	W1		C&I		40																																		
	17.10.16	2	W1		SEMH		21																																		

External Agency Referrals/Support & Non - classroom based school support																																							
N																																							
N																																							
N																																							
Y																																							

Interventions																																							
Prec. Teaching or Mastery Folder- Math																																							
Small group maths intervention																																							
Small group punctuation and grammar																																							
Colourful Semantics Intervention																																							
Prec. Teaching or Mastery Folder- spel																																							
Small group spelling intervention																																							
Cued spelling intervention																																							
Handwriting Intervention																																							
Small group Reading intervention (C&I)																																							
Little Wandle Catch up																																							
Additional reading (1:1)																																							
Paired reading Intervention																																							
Prec. Teaching or Mastery Folder- Rea																																							
NELI Intervention																																							
Speech sounds Intervention																																							
PECS																																							
Language Intervention (SAL)																																							
Lego Therapy																																							
Social stories																																							
Bucket Time (Attention and Listening)																																							
Planned Play																																							
Identifiplay																																							
Gross motor skills Intervention																																							
Fine motor skills Intervention																																							
ABCC Chart																																							
Behaviour Log																																							
Zones of Regulation																																							
Individual Behaviour Plan																																							
1:1 support																																							



## Appendix 6 Pupil Passport Example

My Photograph

Pupil Passport  
2020-21  
class



I would like you to know that I enjoy  
I live with my  
At school I like to play  
I like

I find it difficult to understand  
I find it difficult to  
I enjoy  
I find it hard to

I am learning to

so my teacher will help me by  
(interventions/ QFT – behave, man strategies/seating etc)

and I will

I achieved this ..... (date)	Next I will try to
and you can see this ..... ( where is the evidence)	.....
	.....
	.....

I am learning to

(target 2 – add or delete as appropriate)

so my teacher will help me by  
(interventions/ QFT – behave, man strategies/seating etc)

and I will

I achieved this ..... (date)	Next I will try to
and you can see this ..... ( where is the evidence)	.....
	.....
	.....

..... (Childs name)

..... (Parent)

..... (Teacher) Date: .....

## Appendix 7 Provision Map Overview

<b>_Area of need</b>	<b>All pupils Quality First Teaching</b>	<b>Catch up (Wave 1)</b>	<b>SEND (Wave 2)</b>
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc. Visual timetables Writing frames In class support from TA Focused group work with teacher Little Wandle Phonics Mind mapping / Brain Gym	In class support from TA Focused group work with teacher In class spelling and literacy groups In class maths support groups Individual reading with TA and CT Precision teaching Master Folder SNIP Programme	Specific literacy or numeracy support. eg. 5 minute box, precision teaching, mastery folders Specific wave 2 programmes set by external professionals Little Wandle - SEND
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome e.g. Simplified language Increased visual aids / modelling Visual timetables Structured school and class routines Circle time Multi-sensory teaching and learning Different learning environments Liaison with parents	In class support from TA with some focus on social skills, vocabulary, self esteem and listening skills In class spelling and literacy groups Bucket Time Planned Play Identiplay Pre-teaching language Language group Playground support, buddy bench and games coaches	Speech and Language support from SALT, followed up in school Social skills group Individual TA support at playtime Circle of friends Time out Transition plans for KS3 Play Therapy Bucket Time Planned Play Identi-play
<i>Social, Emotional and Mental Health</i>	Whole school behaviour policy Whole school / class rules Reward systems Circle time / parachute games Golden time Circle time Visual timetable	Social Skills group eg turn taking, social stories, role play Small group Zones of Regulation Counsellor sessions ELSA Sessions Small group circle time Playground support, buddy bench and games coaches	Individual counselling Individual reward system Circle of friends Individual TA support at playtime PSHE resources Zones of Regulation (whole class, groups and specific intervention) 1:1 behaviour program eg anger management techniques Intervention from Behaviour support team Additional planning and arrangements for transition Play Therapy
<i>Physical and/or Sensory</i>	Whole school awareness Risk assessments / policy Accessibility plan Medical alert Differentiated equipment / resources / materials	Motor skills groups (Sensory circuits, programmes following the NHS Therapy Pack Core). In class support from TA with some focus on handwriting Keyboard skills Sensory circuits	Individual resources Writing slope Keyboard Reading rulers Speech and Language support from SALT, followed up in school peech and OT support, followed up in school Medication / care plan Circle of Friends