

CASTLEMORTON CE PRIMARY SCHOOL



SEN Information Report 2025 - 2026

LAB Approval:

Review Date:

Member of Staff Responsible:

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Our Christian Vision

Our vision, as a church and community school, is to express the love of God, both in word and action, pursuing **compassion**, **respect** for others, **courage**, perseverance and **justice**, so that all our pupils may achieve their full potential as students and citizens, and make a difference in the world.



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website at

<https://www.castlemortonprimaryschool.co.uk/page/?title=Special+Educational+Needs+and+Disability+%28SEND%29&pid=75>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

At Castlemorton CE Primary School, we provide for the four broad areas of SEN:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or Physical

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Amanda Smithson, she has been SENDCO at Castlemorton for seven years and has achieved the National Award in Special Educational Needs Co-ordination. Ms Smithson is also head of school. Our SENCO is supported by the DoWMAT SENCO Network.

Class teachers

All four of our teachers receive both in-house and external SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

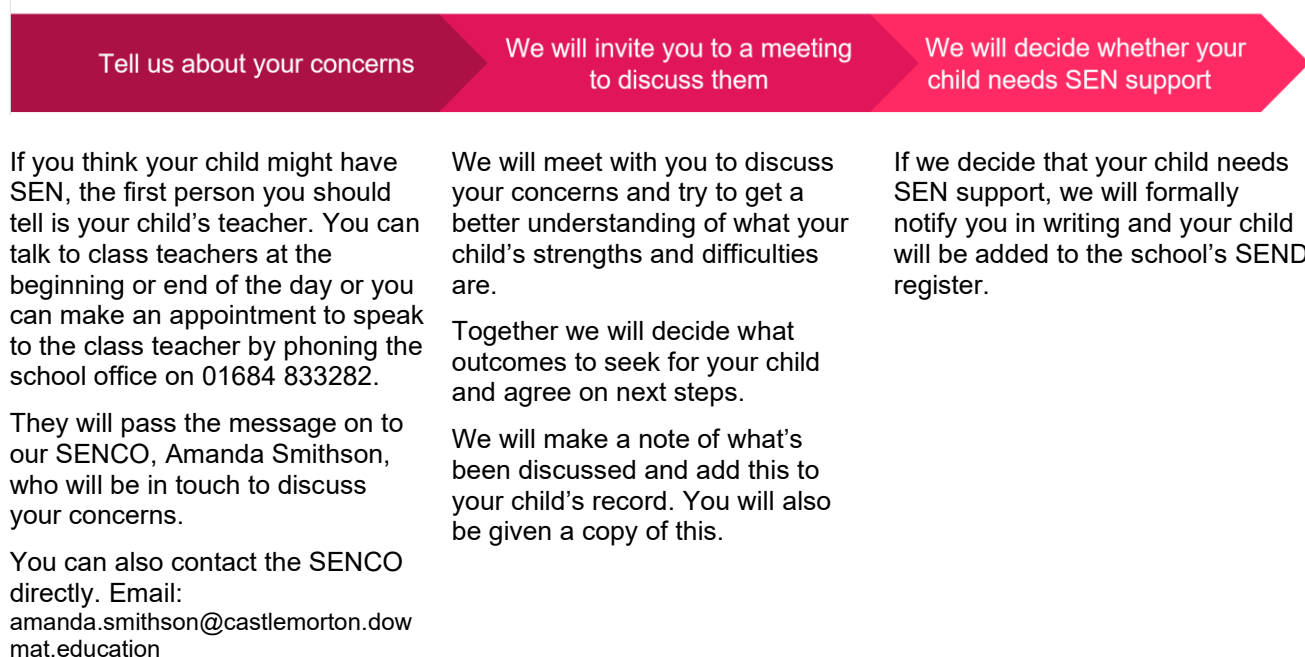
We have a team of four TAs who are trained to deliver interventions and have experience in SEN provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might come to their attention through day to day assessments and observations of pupils both in the classroom and at other times during the day such as break times and Lunch times. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, Learning Support Specialist, an educational psychologist, or a paediatrician.

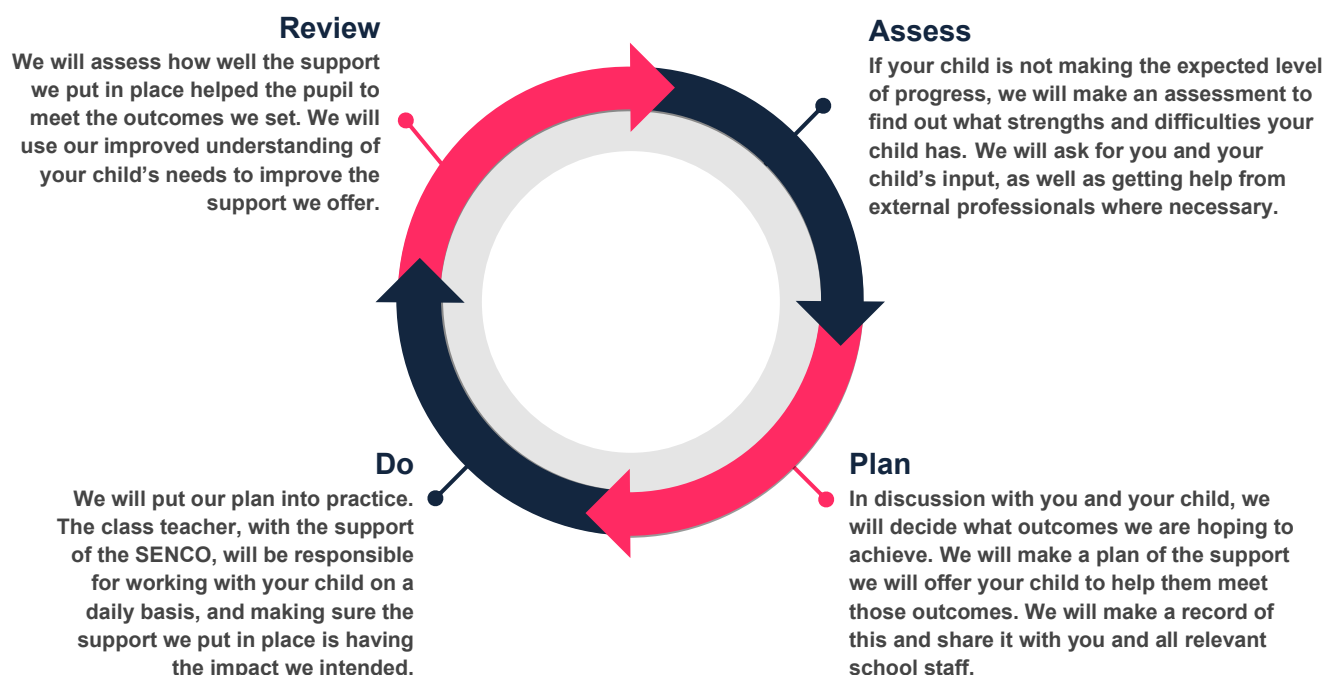
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Your child's class teacher will meet with you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do
- Discuss ways you can support your child at home

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This information will be used to produce an Individual Education Plan (IEP) for your child which will be shared with relevant staff. You will be given a copy of your child's IEP. The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when specific interventions have been suggested by outside agencies or when this support is part of an EHC plan.
- Teaching assistants will support pupils in small groups when pupils are working on similar objectives or when peer support is beneficial

For some pupils additional arrangements and adjustments will need to be made to enable them to fully access tests and assessments. This might include additional time, rest breaks or the use of a scribe or word processor if this is their normal classroom practice.

Please see Appendix A for further information about what Castlemorton CE can offer. These interventions are part of our contribution to Worcestershire's Children First local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using IEPs to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from Worcestershire Children First.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips held in Years 5 and 6. All pupils are encouraged to take part in sports day and external sports events, school plays and special workshops which are run throughout the year.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Pupils with special educational needs will be admitted to Castlemorton CE Primary School in line with the school's Admissions Policy which can be found at

<https://www.castlemortonprimaryschool.co.uk/page/?title=Admission+Arrangements&pid=27>

13. How does the school support pupils with disabilities?

All children are included in all essential learning experiences. Activities are planned to be as inclusive as possible. Where a child has a specific physical or sensory need, advice from specialist teachers and parents or carers is followed and adaptations are made to the physical environment or to the equipment used, including assistive technology. An annual audit, and subsequent maintenance is carried out to ensure that the school meets the needs of children with visual and hearing impairments. Children with physical or sensory difficulties are provided with the equipment required to carry out daily routines and tasks.

Our Accessibility Plan provides further information, it can be found at

<https://www.castlemortonprimaryschool.co.uk/page/?title=Policies&pid=22>

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part in after school clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN
- Our PSHE curriculum teaches children about mental health and wellbeing
- We work closely with Mentor Link who provide counselling for children who need additional support
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEN is discussed
- Schedule additional transition afternoons with the incoming teacher towards the end of the summer term
- Offer children a 1:1 meeting with their current class teacher to talk about any worries they might have about their new class a plan will then be made to help alleviate these concerns

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The Key Stage 3 leader and the SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Having a 1:1 meeting with the new phase leader and SENCO
- Attending pre-transition and transition days at secondary school during the summer term
- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Our SENCO will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy which can be found at <https://primarysite-prod-sorted.s3.amazonaws.com/diocese-of-worcester-multi-academy-trust/UploadedDocument/aacb0a25-b41b-4f7c-8b69-442f8a6f4ee8/dowmat-complaints-procedure-2022-2025.pdf>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. You can find out more about this service in Worcestershire at <https://www.worcestershire.gov.uk/sendias/sendias-information/sendias-guidance-mediation-and-tribunal>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Worcestershire Children First Local Offer which can be found at <https://www.worcestershire.gov.uk/send-local-offer-0>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations can be found at <https://www.worcestershire.gov.uk/send-local-offer-0/who-contact-advice-and-guidance>. This page also contains information and links to local charities and organisations who offer support to families of children with SEND.

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Appendix A - Normal school entitlement – Social, emotional and mental health (SEMH)

Many students with social, emotional and mental health difficulties will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective quality first teaching (QFT) and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Low level disruptive behaviour (possibly due to unidentified learning difficulties/ prolonged failure).</p> <p>Occasionally withdrawn and isolated and on the fringes of activities.</p> <p>Unpredictable and involved in low level distractions, which hinder own/ others' concentration.</p> <p>May have some difficulties with interpersonal skills</p> <p>May show some signs of frustration.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>Schools will have a clear Behaviour Policy which is underpinned by clear ethos and values. It should be relevant to the school's specific context, practical to implement and subject to regular review. An awareness of some difficulties noted and monitored by the class/ subject teacher.</p> <p>Clear boundaries and school wide system of meaningful rules, incentives and sanctions with consistent and fair application.</p> <p>Tasks may need to be differentiated by level/outcome/pitch/pace and grouping to match learning needs, concentration level, interest and motivation.</p> <p>Dissemination and development of nurturing principles for all key stages.</p>	<p>Simple changes to the classroom environment to support individual differentiation.</p> <p>School reviews its accessibility plan regularly to update details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate student groupings, seating arrangements and surroundings.</p> <p>School will provide more focused opportunities to build self-esteem, develop friendships and social skills.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Behaviour Outreach Team as necessary.</p> <p>Referral to Early Help Support as necessary.</p>	<p>Self-evaluation encouraged and developed</p> <p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Students' self-assessment routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments and tasks.</p>

Normal school entitlement – Moderate Learning Difficulties (MLD)

Many students with general learning difficulties will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Levels of attainment that are generally lower than those of their age equivalent peers</p> <p>Some difficulty in acquiring skills, notably in language, literacy, numeracy skills (or early developmental skills).</p> <p>May be slower to use, retain and apply everyday concepts than age equivalent peers.</p> <p>May have mild levels of sensory impairment or fine motor skills</p> <p>May need time allowed for mobility issues</p> <p>May have difficulties related to behaviour, social or emotional issues and need some help with these.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties and promote appropriate interpersonal skills with other students.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lessons plans to ensure access across the curriculum for students with individual needs.</p> <p>Staff are skilled at adjusting the pace and order of activities to maintain interest and attention.</p> <p>Staff are aware of implications of mild sensory impairment, fine motor skill development and medical issues.</p> <p>Does not require regular additional adult support.</p> <p>May benefit from focused/small group teaching support at some points during the week</p> <p>Includes Wave 1 provision or QFT</p>	<p>Simple changes to the classroom environment to support individual differentiation.</p> <p>School reviews its Accessibility Plan regularly to update the details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate student groupings, seating arrangements and surroundings.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Learning Support Team as necessary.</p> <p>Referral to Early Help Support as necessary.</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments.</p>

Normal school entitlement – Specific Learning Difficulties (SpLD)

Many students with specific learning difficulties will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Average or above levels of reasoning/ability with some discrepancies between attainments in different core subjects or within one core subject of the NC.</p> <p>Some early difficulties with reading and spelling.</p> <p>Handwriting skills may be poorly developed and finds recording difficult.</p> <p>May have mild levels of sensory impairment (e.g. visual and or perceptual needs) / or fine motor skills,</p> <p>May have difficulties related to behaviour, social or emotional issues and require some help with these.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>Differentiation to ensure the development of literacy, numeracy skills.</p> <p>Staff select appropriate methods and materials to ensure access across the curriculum for students with individual needs.</p> <p>Staff are skilled at adjusting the pace and order of activities to maintain interest and attention.</p> <p>Student does not require regular additional adult support.</p> <p>Student may benefit from focused/small group teaching support at some points during the week</p> <p>Includes Wave provision or QFT</p>	<p>Simple changes to the ordinary classroom setting to support individual differentiation.</p> <p>The school reviews its Accessibility Plan regularly to update the details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate student groupings, seating arrangements and surroundings.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Learning Support Team as necessary.</p> <p>Referral to Early Help Support as necessary.</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Students' self-assessment routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments and tasks.</p>

Normal school entitlement - ASD

Many students on the autism spectrum will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Working within the same key stage as peers.</p> <p>Able to work on same tasks as peers with some additional support.</p> <p>Able to learn in the whole class group.</p> <p>Expressive and receptive language skills expected levels or with mild difficulties.</p> <p>Some difficulties with social use of language.</p> <p>May require some additional explanation of concepts</p> <p>Poor conversation skills.</p> <p>Some mild social difficulties.</p> <p>May be aware of difficulties.</p> <p>Interested in peers, wants to have friends but needs help with this.</p> <p>Occasional mild anxiety. Can be "talked through" problems.</p> <p>Able to use "within class" calming strategies.</p> <p>Behaviour does not affect learning.</p> <p>Is not aggressive, disruptive or passive.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>Whole school awareness and understanding of autism and its implications for the social and academic curriculum.</p> <p>Students on the autism spectrum will access strategies and resources typically available in the ordinary classroom e.g. time taken by teacher to explain change in routine; Circle of Friends; Buddy System.</p> <p>Tasks may need to be differentiated by level/outcome/pitch/pace and grouping. Aspects of structured teaching may be helpful.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff are skilled in adjusting the pace and order of activities to maintain interest and attention</p> <p>Does not require regular additional adult support.</p> <p>May benefit from focused/small group teaching support at some points during the week.</p>	<p>Simple changes to the classroom environment (including an awareness of sensory issues) to support individuals.</p> <p>School implements/ reviews its accessibility plan regularly to update the details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate student groupings, seating arrangements and surroundings.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral on the Umbrella Pathway as necessary.</p> <p>Referral to Early Help Support Team as necessary.</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Students' self-assessment routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments and tasks.</p>

Normal school entitlement - SLCN

Many students with speech language and communication needs will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but will benefit from support through effective QFT/ waves of intervention (with reference to the Worcestershire SLCN Pathway and specifically the section titled Universal Provision).

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>An awareness of a speech and language difficulty i.e. the student seems to have some difficulty speaking or with communication.</p> <p>Speech is understood by others but with some immaturities, which at times interferes with the acquisition of literacy and/or creates mild social difficulties.</p> <p>The teacher has evidence that the student's language is delayed and/ or vocabulary and comprehension are poor.</p> <p>Differentiation and/or a management strategy are likely to help access the curriculum.</p> <p>Needs some encouragement to take responsibility for own learning and to collaborate with peers in curriculum activities.</p> <p>Needs some support to listen and respond to longer explanations, stories, sequences of information in a whole class situation.</p> <p>Comments and questions often indicate an initial difficulty in understanding the main points of discussions, explanations, information given, in a whole class situation.</p> <p>Sometimes develops and explains own ideas clearly, but may need support to contribute successfully to discussion about imaginary / factual activities and/ or to use vocabulary precisely and effectively.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>Students with SLCN will access strategies and resources typically available in the classroom.</p> <p>Some differentiation of speaking, understanding, listening tasks to allow access to the curriculum.</p> <p>Literacy tasks may require some modification.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.</p> <p>Does not require regular additional adult support.</p> <p>May benefit from focused/small group teaching support at some points during the week.</p>	<p>Simple changes in the ordinary classroom setting to support individual differentiation.</p> <p>The school implements and reviews its Accessibility Plan regularly to update the details relating to building access, communication and training needs information.</p> <p>Staff consider appropriate student grouping, seating arrangements and surroundings.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs</p> <p>General whole school training, advice and support from external professionals (e.g. educational psychologists, specialist learning support teacher (Learning), speech and language therapist).</p> <p>Referral to Early Help Support. As necessary.</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments and tasks.</p>

Normal school entitlement – Medical Condition

Many students with a medical condition will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>May mean occasional absence from school.</p> <p>Progress within the curriculum may be unaffected or mildly affected.</p> <p>Able to participate in most/all classroom activities.</p> <p>The condition is usually effectively controlled by medication.</p> <p>The condition may influence tiredness and concentration levels.</p> <p>Students may need access to specific items of small equipment if medical conditions have resulted in minor motor impairments.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2).</p> <p>Students with medical needs will access strategies and resources typically available in the classroom.</p> <p>Differentiation may be required to take account of slower pace in performing some tasks – may tire easily.</p> <p>Where student's progress is not adequate, it will always be important to review the arrangements being used.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.</p> <p>Does not require regular additional adult support but may require some supervision/ support for medication/dietary needs.</p> <p>May benefit from focused/small group teaching support at some points during the week.</p>	<p>School curriculum promotes personal care and safety.</p> <p>The school implements/ reviews its accessibility plan regularly to update details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate student groupings, seating arrangements and surroundings.</p> <p>Class/subject teachers may need to give careful consideration to student's position in the classroom.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Early Help. As necessary.</p> <p>Possible involvement from a specialist teacher/MET (at this stage, this might include students whose medical needs are temporary in nature e.g. a fracture).</p> <p>Referral to school nurse. As necessary.</p>	<p>Whole school policy in relation to the provision of individual health care needs in school with specific reference to the following policy/ good practice guidance.</p> <p>Access to Education for Children and Young People with Medical Needs.</p> <p>Supporting Pupils with Medical Needs - Good Practice Guide.</p> <p>A Guide to the Law for School Governors: Managing Medicines.</p> <p>Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units.</p> <p>Regular review and monitoring by the school is essential.</p> <p>Full inclusion in all school assessments and tasks.</p> <p>Where student's progress is not adequate, it will be necessary to review the strategies being used.</p> <p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual learning targets.</p>

Normal school entitlement – Physical Needs

Many students with a physical disability will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Progress within the curriculum may be unaffected or mildly affected.</p> <p>Able to participate in most or all classroom activities.</p> <p>Has physical needs but the student can be independent with some minor adaptations to the environment.</p> <p>The teacher has concerns based on observation of some minor physical difficulties e.g. motor control problems, hand eye co-ordination, problems causing difficulties in throwing, catching in PE.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>Students with physical needs will access strategies and resources typically available in the classroom.</p> <p>Differentiation may be required to take account of slower pace in performing some tasks – may tire easily.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.</p> <p>Does not require regular additional adult support but may require some supervision/ support for medication/dietary needs.</p> <p>May benefit from focused/small group teaching support at some points during the week.</p> <p>Where a student's progress is not adequate, it will remain important to review arrangements.</p> <p>Structured curriculum plan in PE.</p>	<p>Staff consider appropriate student groupings, seating arrangements and surroundings</p> <p>School curriculum promotes personal care and safety.</p> <p>The school implements/ reviews its accessibility plan regularly to update details relating to building access, communication and training needs and information.</p> <p>School will provide easily made changes in the learning environment, and provide some differentiation within the classroom.</p> <p>Careful consideration given to the position of the student in the classroom to allow for maximum independence of movement/ access to resources and equipment.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Early Help. As necessary.</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual targets.</p> <p>Full inclusion in all assessments and tasks.</p>

Normal school entitlement – Hearing Impairment

The majority of students with HI will be able to participate in all aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Frequent colds and/or ear infections that may cause hearing loss which may result in school absence.</p> <p>Apparent fluctuations in responses to sound, spoken language and attention skills. There may be some associated behavioural needs.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>The student's hearing will be assessed by an appropriately qualified professional, who will refer on to other agencies if required.</p> <p>The class or subject teacher is able to take basic steps using resources and strategies typically available in the classroom.</p> <p>Tasks may need to be differentiated by level/ outcome/pace and grouping.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.</p> <p>Student does not require regular additional adult support.</p> <p>Student may benefit from focused/small group teaching support at some points during the week.</p>	<p>Minor adjustments to classroom practice, materials and the learning environment may be required.</p> <p>The teacher will provide some differentiation and opportunities to practice/reinforce listening and other skills as necessary.</p> <p>A favourable seating position will be provided where the student can see the teacher and hear the contribution of others.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals.</p> <p>Referral to Early Help. As necessary.</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual targets.</p> <p>Full inclusion in all assessments and tasks</p> <p>Clinical diagnosis of mild unilateral or fluctuating hearing impairment may have been made and is monitored at local Audiology clinic.</p> <p>School concerns re hearing should be checked with parents and discussed with the school nurse. This discussion should be noted in school records.</p> <p>Where student's progress is not adequate, support arrangements should be reviewed.</p> <p>Reference to general guidance from the National Deaf Children's Society.</p>

Normal school entitlement – Visual Impairment

Many students with VI will be able to access most aspects of an ordinary classroom and make progress within the curriculum but may need some support through effective QFT and waves of intervention.

Description of student	Intervention and Support	Learning Environment	Partnership with parents, carers and other agencies	Monitoring, Assessment and Review
<p>Some deterioration in certain areas of academic performance e.g. deteriorating handwriting, slowness in copying from the board, increasingly asking for written instructions to be given verbally.</p> <p>A recognisable ophthalmic condition (i.e. a mild sensory loss) which has the potential to affect the learning process.</p>	<p>All teachers are teachers of children with special educational needs (COP 5:2)</p> <p>The class or subject teacher is able to take basic steps using resources and strategies typically available in the classroom.</p> <p>Tasks may need to be differentiated by level/ outcome/pace and grouping and a reduction in recording.</p> <p>Staff are skilled at selecting appropriate methods and</p> <p>materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.</p> <p>Student does not require regular additional adult support.</p> <p>Student may benefit from focused/small group teaching support at some points during the week.</p>	<p>School to undertake an SEN Adaptation Audit by qualified Mobility Officer to take in to account student's needs regarding lighting, steps, stairs and blinds.</p> <p>Minor adjustments to classroom practice, materials and the learning environment may be required.</p> <p>Normal class grouping with student's physical space in classroom to take account of visual difficulties.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from external professionals. This would (for e.g.) a Qualified Teacher of the Visually Impaired (QTVI).</p> <p>Consideration to a degree of peer support.</p> <p>Referral to Early Help. As necessary.</p>	<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Student self-assessment routinely used to set individual targets.</p> <p>Full inclusion in all assessments and tasks and consideration to statutory additional time allocation and special arrangements (as appropriate).</p> <p>School concerns re vision should be checked with parents. This discussion should be noted in school records.</p>