



The Local Offer or Summary of Provision for children and young people with special educational needs or disabilities (SEND)

We are a fully inclusive school. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

Bowling Park Inclusion Team

Tim Phillips, Deputy Teacher, DSL

Laura Breslin, Assistant Headteacher EYFS, EYFS and Year 1 SEND Lead

Simone McLindon, SENDCo & Associate Leader, SEND Lead Years 2-6, NASENCo qualification

Maureen Singh, Deputy DSL, Mentor

Heather Fieldhouse, Mentor

Jeanette Fowley, Mentor

Vicky Conway, Mentor

Ethos

Governors and staff at Bowling Park Primary School are committed to the inclusion of all pupils.

We aim to:

- Provide an environment which enables every pupil to be safe and healthy.
- Value every individual and enable them to enjoy their learning.
- Enable every pupil to make a positive contribution to their school and community.
- Identify and respond to pupils' diverse and individual needs.
- Identify and overcome potential barriers to learning.
- Set suitable learning challenges for every pupil.

SEND and the Graduated Approach at Bowling Park

Children may have special educational needs that require additional support when progress has slowed or stopped.

We implement a graduated approach based upon Bradford Council's Matrix of Need document (May 2021, See Appendix 2). This document suggests the level of provision to be made for children in each category of SEND. It also outlines available support from Bradford Council and the level of funding which could be expected.

Stage 1 - Quality First Teaching

Stage 2 – Below Age Related Expectations (Monitoring)

SEND register:

Stage 3 - SEND Support

Stage 4 – SEND Support Plus

Stage 5 – Education and Health Care Plan (EHCP)

Our offer at Quality First Teaching, Below Age Related Expectations and School Support for each area of SEND is described below. This replaces the previous 'Range Guidance' model. The Matrix of Need covers provision in four areas:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

If a child has an Education, Health and Care Plan, we provide the personalised support detailed in the plan.

Details of Bradford's revised Matrix of Need (May 2021) can be found here:

[Bradford Matrix of Need : Bradford Schools Online](#)

Leadership

Special Educational Needs and Disabilities is co-ordinated by Mrs Simone McLindon (SENDCo & Associate Leader), Laura Breslin (Assistant Head, EYFS) and Tim Phillips (Deputy Headteacher, DSL). They work closely with the Headteacher and have responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND. Mrs Simone McLindon holds the national qualification for SEND Coordination.

The SENDCos, the Leadership Team and the Governing Body will monitor and report on the success of SEND provision with pupils with SEND in a variety of ways;

- Monitor and evaluate the success of short and medium-term targets.
- Evaluate the impact of tailored provision and programmes of study.
- Analyse progress data for pupils during the bi-annual assessment windows (Spring 1 and Summer 2), using Bradford Council's progress graphs
- Analyse attendance and exclusion data for pupils with SEND.
- Monitor progress against SEND priorities in the School Improvement Plan.
- Report to governors about progress of all vulnerable pupils including SEND.

Teaching, Learning and Curriculum in the Mainstream School

We offer a wide-ranging curriculum which links to the building of children's skills. Lessons are adapted using a range of techniques allowing all children to access learning. The EEF's "5 a day" approach is used as a framework to support planning for children with SEND, which includes use of explicit instruction, cognitive and meta-cognitive strategies, scaffolding, flexible grouping and using technology.

Teaching assistants are deployed according to need and can work within a classroom, in a group or on an individual basis. All staff including teaching assistants have access to quality professional development. Children with a high level of SEND may have 1:1 support for a high proportion of the time where appropriate if their special needs funding allows this.

Parents and children have the opportunity to review their child's Personal Learning Plan (PLP) with the class teacher each term during parents' evening. At the meeting, next steps will be agreed. These will be shared with the SENDCo and wider SEND team. Care plans are reviewed annually between parents, health professionals and the SENDCo.

We offer a number of interventions to support children's learning. These include:

- Daily reading with an adult for children for children working below age related expectations for reading
- "Penpals" subscription for handwriting intervention.
- Dyslexia-friendly books available for children with literacy difficulties
- Daily 'little Wandle' phonics from Nursery to Year 3 and phonics 'catch up' sessions for older pupils.
- Use of "5 minute box" in English and Maths for children securing basic skills
- A variety of group pastoral sessions to support children with social, emotional and mental health difficulties.
- Use of assistive technology such as Clicker 7.
- The Wellcomm speech and language intervention.
- One-to-one mentoring to develop social and emotional understanding.
- The Zones of Regulation tool school-wide and emotional regulation to help children manage difficult emotions

Please see Appendix 1 for a detailed list of interventions we have available in school, based on children's need.

Teaching and support staff access regular training to enable them to support children with a range of needs.

The classroom environment is conducive to learning through the use of working walls which reinforce appropriate vocabulary and celebrate children's achievements. Teachers are encouraged to keep their classrooms "clutter free" and to only display important information to minimise classroom distractions. Each classroom has a calm-corner with a range of resources children can use to help them regulate.

The school will work closely with specialised support services to ensure that the building is suitably modified according to the needs of pupils with disabilities.

Effective transition exists between Bowling Park Primary School and the local high schools. Children in Year 6 get the chance to visit their high schools for a whole day in the summer term, with additional visits for our vulnerable pupils which are arranged after this. We also liaise closely with feeder nursery schools to ensure the smooth transition of younger pupils with additional needs to our setting.

Partnerships

Bowling Park Primary School has good links to organisations which can offer specialist provision for our pupils. These include:

- Services available through the Bradford Council such as educational psychologists, SEND caseworkers, specialist teachers from the learning or the behaviour teams and staff who support children with visual or hearing difficulties.
- Speech and language therapists who can work with children on a range of issues such as developing their use of language, pronunciation and social and communication difficulties, setting targets and reviewing these termly if required.
- Support from the school nurse who can offer advice regarding children's health issues, help to write health care plans or help families to access other health provision.
- Support from the physical and medical team at Bradford Council who can offer support and advice regarding children's physical development and acquisition of motor skills.

We work closely with a Speech and Language Therapist – Rebecca Page - who works closely with our school to identify and assess the Speech, Language and Communication Needs of our children then sets appropriate programmes of work to help them to develop these skills. We also commission an Educational Psychologist, Dr Natasha McIntosh, to assess pupils with complex learning or SEMH needs.

Frequently Asked Questions

What do I do if I think my child may have special educational needs?

If your child is already at the school, you will be given chance to meet with their class teacher twice a year, during Parent's evening. Initial concerns can be expressed in this meeting and the class teacher may be able to offer small group intervention work to help your child. If more specialised help is required, such as that offered by an outside agency, one of the SEND team members will become involved and she will refer to the relevant agencies if your child's needs meet their thresholds.

How will school support my child?

Educational targets for SEND children will be reviewed and next steps will be agreed by parents, children and the class teacher at the bi-annual parents' evenings. Programmes of support will be delivered by TAs, mentors or HLTAs, under instruction from the class teacher and SENDCo. The progression of children in intervention groups is closely monitored by all members of the senior leadership team. The senior leadership team work together to ensure that whole class teaching sessions, small group interventions and 1:1 work is the very best.

How will the curriculum be matched to my child's needs?

Within lessons, the curriculum is adapted using a wide range of strategies such as use of questioning, visual or written supports and scaffolds. Through planning, teachers cater for all abilities within the class including the lowest and highest, ensuring that pupils with SEND access an adapted, not reduced, curriculum. Additional adults may be directed to support groups of children of varying abilities, not just the lowest ability.

How will I know how well my child is doing and how will you help me support my child's learning?

There are two parent's evenings each year with class teachers where parents will have the chance to discuss their child's progress and next steps. If a child has SEND and has a PLP (personal learning plan), parents can use this opportunity to review and plan for the next steps. Where necessary, guidance will be given about how best to support your child at home with additional activities to reinforce those done in class. There are opportunities throughout the year for parents to visit the school to find out more about children's learning such as parents' evenings.

I think my child needs an EHCP. What needs to happen next?

In order to apply for an EHCP, school needs to provide evidence that a child has severe needs in one or more of the categories on the Bradford Matrix of Need. School may need to commission professionals to provide written evidence for this or show that they have provided significant support over a period of time which has been reviewed and adapted, with little evidence of progress despite this. Once this evidence has been collected, an application can be made.

What support will there be for my child's overall well-being?

The Inclusion Team oversee all pastoral issues including Child Protection. Together they can signpost parents to where additional support can be gained for a child and their family including that which is available locally. A member of the Inclusion Team will attend all meetings concerning children's well-being, putting together the relevant action plans to meet the child's needs, with support from professionals where appropriate. In school, we offer a range of pastoral groups to offer support with well-being. Children can also self-refer using our worry boxes which are located outside the mentors' offices on both sites, which will give them a drop-in session with our mentors. In addition to this, Bowling Park uses the 'My Happy Mind' curriculum in all classes, teaching children how to cope with difficult emotions and uses emotional regulation strategies to resolve any issues that arise. Each classroom has a 'calm' corner that pupils can use if they are experiencing difficult emotions.

How will my child be included in activities outside the classroom?

There is a range of fun activities at lunchtime and after school which all children are to participate in. Learning outside the classroom is an important part of our curriculum and all children have the opportunity to go on school visits including residential ones. Children with additional needs are considered in the planning of such visits, and parents are consulted in this process where necessary. Children can also attend a breakfast club before school.

How accessible is the school?

The school has disabled toilet facilities and wheelchair access. Further modifications can be made to the accommodation under the guidance of relevant professionals where needed.

How will the school help my child on transfer to the next phase of education?

Effective transition arrangements exist between our school and the local high schools. Guardians of children with EHCPs will be invited to a transition review meeting in the Summer term of Year 5 where high school provision will be discussed.

How are the school's resources/funding allocated and matched to children's needs?

The senior leadership team and SEND team, which includes the SENDCo, will analyse where support is required by understanding the needs of the whole child and will allocate staff support and other resources from the budget accordingly.

How are parents involved in the school and how can I be involved?

Parents are encouraged to be involved in the life of the school. We hope that parents involve themselves in their child's learning through supporting with homework tasks like reading, learning spellings and other activities. There are many other ways for parents to participate. These include school governance, assisting on school trips and volunteering in the classroom with reading or creative activities.

Who can I contact for further information?

- For information about school admissions, please contact the school office or the head of school.
- For specific information about your child, please contact the class teacher.
- If you require information about support from outside agencies, please contact a member of our Inclusion Team.
- For further information about the Bradford Local Offer, please refer to the website <https://localoffer.bradford.gov.uk/thelocaloffer.aspx>

Appendix 1: School learning interventions

PART 1.) School Learning Interventions	
Type of Special Need	Interventions Available
<p>Autistic Spectrum and Communication and Interaction (ASCI)</p>	<ul style="list-style-type: none"> ● Social Stories to help their understanding of: personal care, other people’s feelings, preparing for change, self-esteem, planning skills. ● Talking Boxes (boxes of resources to engage talk) ● Socially speaking: self-esteem, listening skills and expressive language ● Time to talk: eye contact, taking turns, sharing, greetings, feelings, giving instructions, listening and attention and playing skills. ● Black level questions ● Story sacks ● SALT games ● Mirror play ● Use of sensory room ● Forest and garden area ● Intensive interaction ● Use of colour-coding (colourful semantics)
<p>Speaking Listening, Communication and Interaction (SLCI)</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> ● Comic strips, Eiklan, Neli, Wellcom ● Black sheep Narrative therapy (nursery and reception level)- tell a story, sequence of events with precision and clarity.

	<ul style="list-style-type: none"> ● Commissioned Speech and Language Therapy (SALT) support ● Maria Hotham S&L TA , Rummana Saleem (S&L EYFS TA) as well as one to one TAs specially trained ● Commissioned S&L Therapist Elklan pilot project in EYFS
<p>Cognition and Learning (C&L)</p>	<ul style="list-style-type: none"> ● Precision teaching ● Little Wandle: Keep up, Catch up ● 5-minute box (English and Maths): multi-sensory to develop early teaching of Maths and English ● Numicon ● Additional individual reading ● Working memory Activities ● Clicker ● Models and Images ● Pre-teaching ● VP Reading Sequence of Learning ● Scaffolding writing (see guidance) ● Commissioned support from Bradford Local Authority SCIL Team (Social Communication, Interaction and Learning) ● Commissioned work from the Local Authority Educational Psychology (EP) Team
<p>Specific Learning Difficulty (SLD)</p>	<ul style="list-style-type: none"> ● Seek external agencies' advice depending on the need. ● Dyslexia: coloured overlays and special-coloured books, in class adaptations ● Down Syndrome (see and learn but this can be used for any pupil) ● Commissioned support from Bradford Local Authority SCIL Team (Social Communication, Interaction and Learning)

	<ul style="list-style-type: none"> • Commissioned work from the Local Authority Educational Psychology (EP) Team
Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> • Learning Mentor support (meet and greet, wellbeing check ins etc.) • SALT Interventions • SCARF curriculum • My Happy Mind curriculum • Wellbeing pupil groups • Counselling and Mental Health • Zones of regulation • Self-esteem garden • Lego therapy • Range of books and games to help SEMH in SEN rooms • Sensory room • Commissioned work from the Local Authority Educational Psychology (EP) Team • Use of outside agencies such as Barandos, my foster family to engage with families • Commissioned support from Bradford Local Authority SCIL Team (Social Communication, Interaction and Learning) • Work with the NHS Mental Health Support team
Hearing Impairment (HI) Visual Impairment (VI)	<ul style="list-style-type: none"> • Medical professionals • Coloured books for VI, Radio Aids for HI • Commissioned support from Bradford Local Authority SCIL Team (Social Communication, Interaction and Learning)
Physical and Medical Difficulty (PM)	<ul style="list-style-type: none"> • Medical professionals' advice on specialist equipment • Motor skills • Fine and Gross motor skills specific (wide range of resources and physiotherapy available)

	<ul style="list-style-type: none">• Commissioned support from Bradford Local Authority SCIL Team (Social Communication, Interaction and Learning)
Multi-Sensory	<ul style="list-style-type: none">• Sensory room• Motor skills Fine and Gross

Appendix 2: Bradford Council's Matrix of Need

Area of Need 1a: Guidance for Children and Young People with Cognition and Learning Needs

Area of Need 1a: Guidance for Children and Young People with Cognition and Learning Needs			
	<p>School Support Quality first teaching Additional teaching/intervention support</p>	<p>School Support Plus Quality first teaching Additional teaching/intervention support External agency involvement</p>	<p>EHCP -Quality first teaching Additional teaching/intervention support External agency involvement -Individual plan -Extensive personalised support</p>

Teaching and learning	<p>As per SEN support as well as below:</p> <ul style="list-style-type: none"> ● On-going opportunities for individual support focusing on specific targets with reinforcement in whole class activities to aid the transfer of skills ● Flexibility of groupings allow for buddy support, good role models and focus teaching ● Further modification of level, pace, amount of teacher talk ● Advice from external agencies is implemented into the classroom ● There may be a need for very structured and multi-sensory approaches to learning ● Pre-teaching is used to help the pupil engage with learning in the classroom ● Enhanced opportunities to use technological aids ● Use of visual reminders, timers, resources and rewards to develop independence ● Teacher takes responsibility for supporting others to devise, deliver a personalised programme that accelerates learning ● Pupils are taught strategies and provided with resources to assist with the development with independent learning 	<p>As per SEN support 2 as well as below:</p> <ul style="list-style-type: none"> ● Work on modified curriculum tasks ● Access regular and precise individual support ● Encourage independence ● Create frequent opportunities for peer to peer interaction ● Monitor the progress of the child using structured methods 	<p>As SEN plus as well as below:</p> <ul style="list-style-type: none"> ● Individual interventions as outlined in the EHC plan ● Work on significantly modified curriculum tasks ● Access daily individual support to extend social skills as well as group work ● Create opportunities for peer to peer interaction ● Monitor the progress of the child using highly structured methods ● Pupil accesses daily small group and individual interventions Therapy Service ● To provide opportunities for the child to engage in community activity ● Opportunities to develop independent living skills and community activity
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Targets and Monitoring	<ul style="list-style-type: none"> ● Child discussed at Pupil Progress meetings. Progress monitored. SEND team to advise on additional interventions in class if necessary. ● Children and Parents involved in setting SEN Support 2 targets. ● Achievement data and school tracking, used to monitor progress and achievements. and school tracking. ● Learning walks. ● Pupil progress meetings. ● Book scrutinies. ● Plotting progress on the school aged grid 	<ul style="list-style-type: none"> ● Progress monitored and teacher/SEND Team/child and child's parents/carers informed. ● Achievement data and school tracking, used to monitor progress and achievements. ● Learning walks. ● Pupil progress meetings. ● Learner shadowing – to support provision and learning in the classroom. ● Book scrutinies. ● Provision mapping, plan and organise specific interventions to meet the needs of the child. ● Intervention monitoring/observations. ● SEN Support Plus Learning Journal. ● Children and Parents involved in setting SEN Support Plus targets. These will be reviewed regularly with parents. ● Plotting progress on the school aged grid 	<p>As per other support as well as annual reviews using outside agencies and reporting back to Bradford Local authority</p>
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Provision and resources	<ul style="list-style-type: none"> ● Class teacher (along with support from the SEND team if needed) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA). ● Providing visual resources to support learning. ● Observations from the SENCO can be requested. Access to SEND team to support planning and assessing of these needs. 	<ul style="list-style-type: none"> ● Meeting held with parents, child, teacher and member of SEND team. SEND team to help identify which external agencies could be involved to help assess child's specific needs ● Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress. ● SEND team to provision map additional, specialist interventions to help meet the child's needs. ● Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEND Team). Visual clues to support auditory information at all stages of delivery. 	<ul style="list-style-type: none"> - As per SEN plus as well as outside agency support to work on targets in the EHC plan. - Personalised resources in addition to whole school provision to meet the precise needs of the pupil. - Plotting on the age-related progress grid
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Area of Need 1b. Guidance for Children and Young People with Specific Learning Needs

	<p>School Support</p> <ul style="list-style-type: none"> - Quality first teaching - Additional teaching/intervention support 	<p>School Support Plus</p> <ul style="list-style-type: none"> - Quality first teaching - Additional teaching/intervention support - External agency involvement 	<p>EHCP</p> <ul style="list-style-type: none"> -Quality first teaching Additional teaching/intervention/support External agency involvement -Individual plan -Extensive personalised support
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Teaching and learning	<p>As per SEN support as well as :</p> <ul style="list-style-type: none"> ● Consideration is giving to individualised and differentiated homework tasks ● Staff working with the child will require training to support their understanding of the child's needs ● Emphasis on hands on learning ● On-going opportunities for individual support focusing on specific targets with reinforcement in whole class activities to aid the transfer of skills ● Flexibility of groupings allow for buddy support, good role models and focus teaching ● Further modification of level, pace, amount of teacher talk ● Advice from external agencies is implemented into the classroom ● There may be a need for very structured and multi-sensory approaches to learning 	<p>As per SEN support 2 as well as :</p> <ul style="list-style-type: none"> ● Work on modified curriculum tasks ● Access regular and precise individual support from specialist and trained staff ● Encourage independence ● Create frequent opportunities for peer to peer interaction ● Monitor the progress of the child using structured methods ● Individualised and differentiated homework tasks ● Pupil can be supported with recordings via an additional adult as well as advanced technological aids 	<p>As per SEN support plus as well as:</p> <ul style="list-style-type: none"> ● Individual interventions as outlined in the EHC plan ● Work on significantly modified curriculum tasks ● Access daily individual support to extend social skills as well as group work ● Create opportunities for peer to peer interaction ● Monitor the progress of the child using highly structured methods ● Pupil accesses daily small group and individual interventions
	<ul style="list-style-type: none"> ● Pre-teaching is used to help the pupil engage with learning in the classroom ● Enhanced opportunities to use technological aids 		

	<ul style="list-style-type: none"> ● Use of visual reminders, timers, resources and rewards to develop independence ● Teacher takes responsibility for supporting others to devise, deliver a personalised programme that accelerates learning ● Pupils are taught strategies and provided with resources to assist with the development with independent learning ● A range of interventions given that are specific to need e.g. motor skills, ECC, catch up literacy (see menu of provision) 		
Targets and Monitoring	<ul style="list-style-type: none"> ● Child discussed at Pupil Progress meetings. Progress monitored. SEND team to advise on additional interventions in class if necessary. ● Children and Parents involved in setting SEN Support 2 targets. ● Achievement data and school tracking, used to monitor progress and achievements. and school tracking. 	<ul style="list-style-type: none"> ● Progress monitored and teacher/SEND Team/child and child's parents/carers informed. ● Achievement data and school tracking, used to monitor progress and achievements. ● Learning walks. ● Pupil progress meetings. ● Learner shadowing – to support provision and learning in the classroom. 	As per other support as well as annual reviews using outside agencies and reporting back to Bradford Local authority

	<ul style="list-style-type: none"> ● Learning walks. ● Pupil progress meetings. ● Book scrutinies. ● Plotting progress on the school aged grid 	<ul style="list-style-type: none"> ● Book scrutinies. ● Provision mapping, plan and organise specific interventions to meet the needs of the child. ● Intervention monitoring/observations. ● SEN Support Plus Learning Journal. ● Children and Parents involved in setting SEN Support Plus targets. These will be reviewed regularly with parents. ● Plotting progress on the school aged grid 	
Provision and resources	<ul style="list-style-type: none"> ● Class teacher (along with support from the SEND team if needed) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA). ● Providing visual resources to support learning. ● Observations from the SENCO can be requested. ● Access to SEND team to support planning and assessing of these needs. 	<ul style="list-style-type: none"> ● Meeting held with parents, child, teacher and member of SEND team. SEND team to help identify which external agencies could be involved to help assess child's specific needs ● Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress. ● SEND team to provision map additional, specialist interventions to help meet the child's needs. ● Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEND Team). Visual clues to support auditory information at all stages of delivery. 	<ul style="list-style-type: none"> - As per SEN plus as well as outside agency support to work on targets in the EHC plan. - Personalised resources in addition to whole school provision to meet the precise needs of the pupil. - Plotting on the age-related progress grid

Area of Need 2a: Guidance for Children and Young People with a Speech and Language needs

	School Support <ul style="list-style-type: none">- Quality first teaching- Additional teaching/intervention support	School Support Plus <ul style="list-style-type: none">- Quality first teaching- Additional teaching/intervention support- External agency involvement	EHCP <ul style="list-style-type: none">-Quality first teachingAdditional teaching/interventionsupportExternal agency involvement-Individual plan-Extensive personalised support
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<p>Teaching and learning</p>	<p>As SEND Support 1 and:</p> <ul style="list-style-type: none"> ● Ongoing opportunities for individual support focusing on specific targets ● Reinforcement in whole class activities to aid transfer of skills ● Flexibility of groupings to allow for buddy support and focus teaching (good role models) ● Further modification of level pace, teacher talk to address pupils identify need. ● Advice from external agencies received and implemented in class/interventions. ● Adapting need to approaches of learning to suit the pupils i.e. multi- sensory ● Pre-teaching used to help support the learner in the classroom ● Enhanced opportunities to used technological aids ● Pupils are taught strategies and are provided with resources to assist independent learning. ● Teacher take responsibility to develop a personalised programme to improve learning 	<p>As SEND Support 2 plus:</p> <ul style="list-style-type: none"> ● Precise advice from external agencies received and implemented in class/interventions ● Work on modified curriculum tasks ● Access regular individual support ● Encourage independence ● Create frequent opportunities for frequent mixed peer opportunities ● Closely monitor the progress and needs of the child ● The pupils access precise interventions in small group and individually using advice from the S&L therapist 	<ul style="list-style-type: none"> ● Individual interventions as outlined in the EHC plan ● ● Work on significantly modified curriculum tasks ● Access daily individual support ● Create opportunities for peer to peer interaction ● Monitor the progress of the child using highly structured methods ● Pupil accesses daily small group and individual interventions to work on programmes as advised by Speech and Language Therapy Service ● To provide opportunities for the child to engage in community activity.
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Targets and Monitoring	<ul style="list-style-type: none"> ● Child discussed at Pupil Progress meetings. Progress monitored. SEND team to advise on additional interventions in class if necessary. ● Children and Parents involved in setting targets. ● Achievement data and school tracking, used to monitor progress and achievements. ● Learning walks. ● Pupil progress meetings. ● Book scrutinies. ● Learner shadowing of SEND team ● External agency ● Plotting on the age-related progress grid 	<ul style="list-style-type: none"> ● Progress monitored and teacher/SEND Team/child and child's parents/carers informed. ● Achievement data and school tracking, used to monitor progress and achievements. ● Learning walks. ● Pupil progress meetings. ● Learner shadowing – to support provision and learning in the classroom. ● Book scrutinies. ● Provision mapping, plan and organise specific interventions to meet the needs of the child. ● Intervention monitoring/observations. ● Children and Parents involved in setting targets. These will be reviewed regularly with parents. ● Progress to be tracked using the school SEND system of year group checklists or p scales. 	<ul style="list-style-type: none"> ● As per other support as well as annual reviews using outside agencies and reporting back to Bradford Local authority
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<p>Provision and resources</p> <p>(See appendix 2 for range of Interventions)</p>	<ul style="list-style-type: none"> ● Class teacher (along with support from the SEND team if needed) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA). ● Observations from the SENCO done regularly ● Plotting on the age-related progress grid 	<ul style="list-style-type: none"> ● Meeting held with parents, child, teacher and member of SEND team. SEND team to help identify which external agencies could be involved to help assess child's specific needs. ● Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress. ● SEND team to provision map additional, specialist interventions to help meet the child's needs. ● Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from the SEND Team). ● Plotting on the age-related progress grid 	<ul style="list-style-type: none"> ● As per SEN plus as well as outside agency support to work on targets in the EHC plan. ● Personalised resources in addition to whole school provision to meet the precise needs of the pupil. ● Plotting on the age-related progress grid
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Area of Need 2b: Guidance for Children and Young People with a diagnosis of ASC and Communication and Interaction Needs

School Support

- Quality first teaching
- Additional teaching/intervention support

School Support Plus

- Quality first teaching
- Additional teaching/intervention support
- External agency involvement

EHCP

- Quality first teaching
- Additionalteaching/intervention support
- External agency involvement
- Individual plan
- Extensive personalised support

<p>Teaching and learning</p>	<p>As SEND Support 1 as well as below :</p> <ul style="list-style-type: none"> ● Ongoing opportunities for individual support focusing on specific targets ● Reinforcement in whole class activities to aid transfer of skills ● Flexibility of groupings to allow for buddy support and focus teaching (good role models) ● Further modification of level pace, teacher talk to address pupils identify need. ● Advice from external agencies received and implemented in class/interventions. ● Adapting need to approaches of learning to suit the pupils i.e. multi- Sensory ● Pre-teaching used to help support the learner in the classroom ● Enhanced opportunities to used technological aids ● Pupils are taught strategies and are provided with resources to assist independent learning. 	<p>As SEND Support 2 as well as below:</p> <ul style="list-style-type: none"> ● Precise advice from external agencies received and implemented in class/interventions ● Teacher takes responsibility for supporting others to devise, deliver and evaluate personalised programme that accelerates learning ● Work on modified curriculum tasks ● Access regular individual and small group support to work on targets advised by speech therapy ● Encourage independence ● Create frequent opportunities for frequent mixed peer opportunities ● Closely monitor the progress and needs of The child using structured methods ● Access regular group support to promote social skills ● Enhanced use of visual reminders, timers, resources and rewards to develop independence 	<p>As SEN plus as well as below:</p> <ul style="list-style-type: none"> ● Work on significantly modified curriculum tasks ● Individual interventions as outlined in the EHC plan ● Access daily individual support to extend social skills as well as group work ● Create opportunities for peer to peer interaction ● Monitor the progress of the child using highly structured methods ● Pupil accesses daily small group and individual interventions to work on programmes as advised by Speech and Language Therapy Service
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	<ul style="list-style-type: none">● Teacher take responsibility to develop a personalised programme to improve learning● Use of visual reminders, timers, resources and rewards to develop independence● Pupils are taught strategies and provided with resources to assist with the development with independent learning. the child● The pupils access precise interventions in small group and individually using advice from the S&L therapist● Alternative ways of recording using electronic resources		<ul style="list-style-type: none">● To provide opportunities for the child to engage in community activity● Opportunities to develop independent living skills and community activity
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Targets and Monitoring	<ul style="list-style-type: none"> ● Child discussed at Pupil Progress meetings. Progress monitored. SEND team to advise on additional interventions in class if necessary. ● Children and Parents involved in setting targets. ● Achievement data and school tracking, used to monitor progress and achievements. ● Learning walks. ● Pupil progress meetings. ● Book scrutinies. ● Learner shadowing of SEND team ● External agency ● Plotting on the age-related progress grid 	<ul style="list-style-type: none"> ● Progress monitored and teacher/SEND Team/child and child's parents/carers informed. ● Achievement data and school tracking, used to monitor progress and achievements. ● Learning walks. ● Pupil progress meetings. ● Learner shadowing – to support provision and learning in the classroom. ● Book scrutinies. ● Provision mapping, plan and organise specific interventions to meet the needs of the child. ● Intervention monitoring/observations. ● Children and Parents involved in setting targets. These will be reviewed regularly with parents. 	<ul style="list-style-type: none"> ● As per other support as well as annual reviews using outside agencies and reporting back to Bradford Local authority
		<ul style="list-style-type: none"> ● Progress to be tracked using the school SEND system of year group checklists or p scales. 	

<p>Provision and resources</p> <p>(See appendix 2 for range of Interventions)</p>	<ul style="list-style-type: none"> • Class teacher (along with support from the SEND team if needed) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA). Observations from the SENCO done regularly 	<ul style="list-style-type: none"> • Meeting held with parents, child, teacher and member of SEND team. SEND team to help identify which external agencies could be involved to help assess child's specific needs. • Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress. • SEND team to provision map additional, specialist interventions to help meet the child's needs. • Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from the SEND Team). • Plotting on the age-related progress grid 	<ul style="list-style-type: none"> • As per SEN plus as well as outside agency support to work on targets in the EHC plan. • Personalised resources in addition to whole school provision to meet the precise needs of the pupil. Plotting on the age-related progress grid
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Area of need 3a and 3b: Guidance for Children and Young People with Social and Emotional and Mental Health Needs			
	<p>School Support</p> <p>Quality first teaching</p> <p>Additional teaching/interventionsupport</p>	<p>School Support Plus</p> <ul style="list-style-type: none"> - Quality first teaching - Additional teaching/intervention support - External agency involvement 	<p>EHCP</p> <ul style="list-style-type: none"> -Quality first teaching - Additional teaching/intervention support - External agency involvement -Individual plan -Extensive personalised support

Teaching and learning	<p>As per SEN Support as well as below:</p> <ul style="list-style-type: none"> ● Identified frequent support to teach social and emotional skills and address behavioural targets on individual plans ● Use of key working approaches to ensure the child has a trusted adult to ensure the child has support in vulnerable times ● Personalised reward charts known to all staff who have contact with the child ● Intervention programmes with staff who have knowledge and skills ● Planned time in small groups in order to develop social skills and emotional regulation 	<p>As per SEN Support 2 as well as below:</p> <ul style="list-style-type: none"> ● Teach social and emotional skills daily to address behavioural targets on an individualised plan. ● Personalised reward staff used with all adults who have contact with the child ● Intervention programmes with familiar staff (mentors) ● Provide opportunities for children develop self- monitoring skills at the end of each session ● Behaviour Log that includes triggers, frequency, structured/unstructured and solutions. ● Risk assessments if necessary for difficult times of the school day (if appropriate) ● Recognition of learning styles and motivational levers (things that engage them). 	<ul style="list-style-type: none"> ● Advice and guidance from outside agencies such as CAMHS, Educational Psychology, off site provision, health partners ● Identified, specialist skilled support across the curriculum ● Continuous teaching of social and emotional skills to address behaviour targets on my support plan or EHC plan ● Access to resources provision on or off school site
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	<ul style="list-style-type: none"> ● Provide access to appropriate support to aid the development of relationships ● Communication and strategies developed collaboratively with class teacher, SEND team, mentors, leadership and parents. 	<ul style="list-style-type: none"> ● Identified needs and gaps planned for in medium- and short-term planning. ● Close Attention to pupil's groupings and transition times. 	
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Targets and Monitoring	<ul style="list-style-type: none"> ● Child discussed at Pupil Progress meetings. Progress monitored. SEND team to advise on additional interventions in class if necessary. ● Children and Parents involved in setting SEN Support 2 targets. Specific behavioural targets. ● Achievement data and school tracking, used to monitor progress and achievements. and school tracking. ● Learning walks. ● Pupil progress meetings. ● Book scrutinies. ● Boxall profile (to review changes in behaviour). ● Targeted observations: Mentors/SEND team. 	<ul style="list-style-type: none"> ● Progress monitored and teacher/SEND Team/child and child's parents/carers informed. ● Achievement data and school tracking, used to monitor progress and achievements. and school tracking. ● Learning walks. ● Pupil progress meetings. ● Learner shadowing – to support provision and learning in the classroom. Book ● scrutinies. ● Provision mapping, plan and organise specific interventions to meet the needs of the child. ● Intervention monitoring/observations. ● SEN Support Plus Learning Journal. ● Children and Parents involved in setting SEN Support Plus targets. These will be reviewed regularly with parents. Specific behavioural targets. Boxall profile (to review changes in behaviour). ● Use of outside agencies 	<p>Progress monitored and teacher/SEND Team/child and child's parents/carers informed alongside the EHC plan. Annual reviews, reporting to local authority. EP monitoring performance at the end of the key stage</p>
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<p>Provision and resources</p> <p>(See appendix 2 for range of interventions)</p>	<ul style="list-style-type: none"> ● Class teacher (along with support from the SEND team if needed) to plan additional regular short-term precisely targeted interventions (led by the Teacher and/or TA). To cover any learning needs as appropriate. ● Support to promote social skills and interactions. ● Providing visual resources to support learning (if applicable). ● Children to be specifically taught/observe appropriate behaviours and given opportunities to practise them. ● Advice can be sought from Mentors and/or SEND team. ● Observations from the SENCO can be requested. ● Candidate for Mentor support. ● Encouragement to attend extra-curricular activities (Mentor support available). ● Flexibility of time-table and curriculum. ● Strategies shared will all staff adhere to. ● Access to Play therapist 	<ul style="list-style-type: none"> ● Meeting held with parents, child, teacher and member of SEND team. SEND team to help identify which external agencies could be involved to help assess child's specific needs. ● Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress. Use of Educational Psychologist to recommend strategies. ● Support for families as required from external agencies ● SEND team to provision map additional, specialist interventions to help meet the child's needs. ● Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEND Team). ● Support to promote social skills and interactions. ● Providing visual resources to support learning. Visual timetable (if appropriate). ● Children to be specifically taught appropriate behaviours and given opportunities to practise them. ● Advice can be sought from Mentors and/or SEND team. ● Regular support from experienced 	<p>All of the previous alongside a very precise and consistent behaviour plan alongside EHC plan targets. Resources and provision adapted to meet the needs of this specific pupil as required.</p>
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	Extra – curricular activities provided throughout school that these children are	Mentors.	
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	<p>targeted to participate. These change on a regular basis but include: drama, dance, singing, drumming, biking, sewing, gardening, cooking and lunchtime clubs for example.</p> <p>-</p>	<ul style="list-style-type: none"> ● Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEND Team). ● Encouragement to attend extra-curricular activities (Mentor support available). ● Flexibility of time-table and curriculum. ● Strategies shared which all staff adhere to. ● Behaviour targets need daily input/working on. <p><u>Extra – curricular activities provided:</u></p> <ul style="list-style-type: none"> - See previous column. <p><u>Staff training/interventions provided:</u></p> <ul style="list-style-type: none"> - Self – esteem garden. - Experiential learning. - Mentor programmes/support. - Play therapy 	
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Area of need 4b: Guidance for Children and Young People with Hearing Impairment.

	<p>School Support</p> <ul style="list-style-type: none"> - Quality first teaching - Additional teaching/interventionsupport 	<p>School Support Plus</p> <ul style="list-style-type: none"> - Quality first teaching - Additional teaching/intervention support - External agency involvement 	<p>EHCP</p> <ul style="list-style-type: none"> -Quality first teaching - Additional teaching/intervention support - External agency involvement -Individual plan -Extensive personalised support
<p>Teaching and learning</p>	<p>As SEN support as well as below:</p> <ul style="list-style-type: none"> ● Possible use of speech audiometry and other specialist tools to assess and help access spoken language in the class. ● Opportunities for 1:1 teaching and small group work frequently ● Regularly checking of audio equipment 	<p>As SEN support 2 as well as below:</p> <ul style="list-style-type: none"> ● Advice from external agencies received and implemented in class/interventions. ● Planning reflects individual levels of achievement and differentiated accordingly. ● Full inclusion within National Curriculum. ● Use of speech audiometry and other specialist tools to assess and help access spoken language in the class. ● Modification of assessments ● Regular opportunities for 1:1 work and small group ● Teaching methods allow child to access to the curriculum, social/emotional development and class participation 	<p>As SEN plus as well as below:</p> <ul style="list-style-type: none"> ● Hearing friendly strategies in school ● Accessibility planning will consider acoustic and sound properties in school and a risk assessment will be made ● A monitoring assessment will be in place to support ad evaluate the process on going ● Curriculum delivery in additionally resourced centre with specialist training and support provided

<p>Targets and Monitoring</p>	<ul style="list-style-type: none"> ● Child discussed at Pupil Progress meetings. Progress monitored. SEND team to advise on additional interventions in class if necessary. ● Children and Parents involved in setting SEN Support 2 targets. Child to detail what they find easy/difficult. ● Achievement data and school tracking, used to monitor progress and achievements. ● Learning walks. ● Pupil progress meetings. ● Book scrutinies. 	<ul style="list-style-type: none"> ● Progress monitored and teacher/SEND Team/child and child's parents/carers informed. ● Achievement data and school tracking, used to monitor progress and achievements. and school tracking. ● Learning walks. ● Pupil progress meetings. ● Learner shadowing – to support provision and learning in the classroom. ● Book scrutinies. ● Provision mapping, plan and organise specific interventions to meet the needs of the child. ● Intervention monitoring/observations. ● SEN Support Plus Learning Journal. ● Children and Parents involved in setting SEN Support Plus targets. These will be reviewed regularly with parents. Child to detail what they find easy/difficult. ● Progress to be tracked using the school system of year group checklists or p scales. 	<p>Progress monitored and teacher/SEND Team/child and child's parents/carers informed alongside the EHC plan. Annual reviews, reporting to local authority. EP monitoring performance at the end of the key stage.</p>
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<p>Provision and resources</p> <p>(See appendix 2 for range of Interventions)</p>	<ul style="list-style-type: none"> ● Class teacher (along with support from the SEND team) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA). ● Support to promote social skills and interactions. ● Providing visual resources to support learning. SEND ● Team to complete observations. ● Observations from the SENCO can be requested. 	<ul style="list-style-type: none"> ● Meeting held with parents, child, teacher and member of SEND team. SEND team to help identify which external agencies could be involved to help assess child's specific needs (including SALT as required). ● SEND team to provision map additional, specialist interventions to help meet the child's needs. ● Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress. ● Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEND Team). This could focus on social skills and self-esteem. ● Access to radio aid, monitored. ● Regular social and emotional support. ● Hearing aid checks. ● Key staff trained on looking after hearing aids. ● Caseloads taken on by a member of the Hearing team at Education Bradford. 	<p>Specialist equipment and resources advised by outside agencies.</p> <p>1:1 support to access the curriculum.</p>
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Area of need 4a: Guidance for Children and Young People with Visual Impairment.

	School Support	School Support Plus	EHCP
	<ul style="list-style-type: none"> - Quality first teaching - Additional teaching/intervention support 	<ul style="list-style-type: none"> - Quality first teaching - Additional teaching/intervention support - External agency involvement 	<ul style="list-style-type: none"> -Quality first teaching - Additional teaching/intervention support - External agency involvement -Individual plan -Extensive personalised support
Teaching and learning	<p>As SEN support as well as below:</p> <ul style="list-style-type: none"> ● Regular targeted support individually and small group ● Advice from external agencies implemented into the classroom ● Use of technological aids ● Use of visual reminders and rewards to develop independence ● Alternative ways of recording ● 	<p>As SEN Support 2 as well as below:</p> <ul style="list-style-type: none"> ● Assistive technology ● Training for staff and peers to raise awareness ● Assessment and advice for mobility and orientation skills ● Risk assessment needed and accessibility plan reviewed/adapted ● Identified needs and gaps planned for in medium- and short-term planning. ● Specific support for communication and interaction. ● Clear routines. ● Curriculum and materials adapted as necessary for full inclusion. ● Attention to speed of lesson delivery and speed of working visually impaired pupil. 	<p>As SEN support plus as well as:</p> <ul style="list-style-type: none"> ● Significantly modified tasks and curriculum in accordance to advice from specialist and training. ● 1:1 adult support to access curriculum ● Create opportunities for peer to peer interaction ● Provide opportunities for independence living skills through targeted interventions ● Extensive support from the VI team.
Targets and Monitoring	<ul style="list-style-type: none"> ● Child discussed at Pupil Progress meetings. Progress monitored. SEND team to 	<ul style="list-style-type: none"> ● Progress monitored and teacher/SEND Team/child and child's parents/carers informed. 	<p>Progress monitored and teacher/SEND Team/child and child's parents/carers informed alongside the EHC plan. Annual reviews,</p>

	<ul style="list-style-type: none"> • advise on additional interventions in class if necessary. • Children and Parents involved in setting SEN Support 2 targets. Achievement data and school tracking, used to • monitor progress and achievements. and school tracking. • Learning walks. Pupil progress meetings. Book scrutinies. Access to the curriculum, staff to adapt provision and resources as needed. 	<ul style="list-style-type: none"> • Achievement data and school tracking, used to monitor progress and achievements. and school tracking. • Learning walks. • Pupil progress meetings. Learner shadowing – to support provision and learning in the classroom. • Book scrutinies. • Provision mapping, plan and organise specific interventions to meet the needs of the child. • Intervention monitoring/observations. • SEN Support Plus Learning Journal. • Children and Parents involved in setting SEN Support Plus targets. These will be reviewed regularly with parents. 	<p>reporting to local authority. EP monitoring performance at the end of the key stage. Frequent access to and visits from the VI team to assess, plan, do review.</p>
<p>Provision and resources</p> <p>(See appendix 2 for range of Interventions)</p>	<ul style="list-style-type: none"> • Class teacher (along with support from the SEND team if needed) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA). • Observations from the SENCO can be requested. 	<ul style="list-style-type: none"> • Meeting held with parents, child, teacher and member of SEND team. SEND team to help identify which external agencies could be involved to help assess child's specific needs • SEND team to provision map additional, specialist interventions to help meet the child's needs. • Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress. 	<p>Specialist equipment and resources advised by outside agencies.</p> <p>1:1 support to access the curriculum.</p>

		<ul style="list-style-type: none"> • Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEND Team). This could focus on social skills and self-esteem. • Oral instructions alongside any visual resources used as much as possible. • Visualiser (Acrobat) and lighting to be used if necessary. • IPAD/Kindle to support reading • Caseloads taken on by the Vision Impairment Team at Education Bradford. • Key staff are trained on using a cane and reading braille and this is updated when necessary. 	
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Area of need 4c: Guidance for Children and Young People with Multi-Sensory Impairment and/or physical needs			
	School Support - Quality first teaching - Additional teaching/interventionsupport	School Support Plus - Quality first teaching - Additional teaching/intervention support - External agency involvement	EHCP -Quality first teaching - Additional teaching/intervention support - External agency involvement -Individual plan -Extensive personalised support

<p>Teaching and learning</p>	<p>The combined loss of hearing and vision is highly complex and students cannot rely on either vision or hearing to compensate for limited information received from the other sense. No student with MSI would be assessed as requiring support limited to this seen support range.</p> <p>See VI and HI guidance.</p> <p>Teacher to establish whether it is learning need or vision/hearing need. See VI and HI guidance.</p>	<ul style="list-style-type: none"> ● Advice from external agencies received and implemented in class/interventions. ● Identified needs and gaps planned for in medium and short-term planning. ● Significant modification to curriculum. Curriculum and materials adapted as necessary for full inclusion. ● Staff in school need appropriate training ● Multi-sensory learning opportunities ● Access to regular individual support ● Provide access to specialist delivery of the additional curriculum 	<p>As per SEND support plus as well as below:</p> <ul style="list-style-type: none"> ● Approaches to curriculum that may include Sign supported English and/or finger spelling to support oral communication ● Adapted equipment ● Significant curriculum differentiation across all subject areas ● Regular access to a visually and acoustically appropriate environment for small group and 1:1 session ● Enhanced opportunities for technological aids ● Support with the development of mobility, orientation and independence skills ● Specialist support from outside agencies
<p>Targets and Monitoring</p>	<ul style="list-style-type: none"> ● Child discussed at Pupil Progress meetings. Progress monitored. SEND 	<ul style="list-style-type: none"> ● Progress monitored and teacher/SEND Team/child and child's parents/carers informed. 	<p>Progress monitored and teacher/SEND Team/child and child's parents/carers informed alongside the EHC plan. Annual</p>

	<p>team to advise on additional interventions in class if necessary.</p> <ul style="list-style-type: none"> ● Children and Parents involved in setting SEN Support 2 targets. ● Achievement data and school tracking, used to monitor progress and achievements. and school tracking. ● Learning walks. ● Pupil progress meetings. ● Book scrutinies. 	<ul style="list-style-type: none"> ● Achievement data and school tracking, used to monitor progress and achievements. ● Learning walks. ● Pupil progress meetings. ● Learner shadowing – to support provision and learning in the classroom. ● Book scrutinies. ● Provision mapping, plan and organise specific interventions to meet the needs of the child. ● Intervention monitoring/observations. ● SEN Support Plus Learning Journal. ● Children and Parents involved in setting SEN Support Plus targets. These will be reviewed regularly with parents. 	<p>reviews, reporting to local authority. EP monitoring performance at the end of the key stage.</p> <p>Frequent access to and visits from the VI team to assess, plan, do review.</p>
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<p>Provision and resources</p> <p>(See appendix 2 for range of interventions)</p>	<ul style="list-style-type: none"> • Class teacher (along with support from the SEND team if needed) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA). • Observations from the SENCO can be requested. • Sensory room available on a regular basis 	<ul style="list-style-type: none"> • Meeting held with parents, child, teacher and member of SEND team. SEND team to help identify which external agencies could be involved to help assess child's specific needs. Visual and hearing assessments. Functional Sensory assessment. SEND team to provision map additional, specialist interventions to help meet the child's needs. • Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEND Team). This could focus on social skills and self-esteem. • Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress. • Significant modification to learning materials. <p>Sensory room available on a daily basis.</p>	<p>Specialist equipment and provision guided by outside agencies according to specific need of the pupil</p>
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Area of need 4d: Guidance for Children and Young People with Physical Needs

	<p>School Support</p> <ul style="list-style-type: none"> - Quality first teaching - Additional teaching/intervention support 	<p>School Support Plus</p> <ul style="list-style-type: none"> - Quality first teaching - Additional teaching/intervention support - External agency involvement 	<p>EHCP</p> <ul style="list-style-type: none"> -Quality first teaching - Additional teaching/intervention support - External agency involvement -Individual plan -Extensive personalised support
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<p>Teaching and learning</p>	<p>As SEN support as well as below:</p> <ul style="list-style-type: none"> ● Identified needs and gaps planned for in medium- and short-term planning. ● Planning resources to consider individual needs. ● Differentiated P.E. planning. Additional adult support may be needed. ● Specific support for gross and fine motor skills development ● Specific group work/intervention based on gross or fine motor skills. ● Small group work to boost self-esteem if required. ● Advice from outside agencies implemented ● Pupils are taught strategies with resources to assist with their independence ● Very structured and multi-sensory resources ● Alternative ways of recording 	<p>As SEN support 2 as well as below:</p> <ul style="list-style-type: none"> ● Advice from external agencies received and implemented in class/interventions. ● Identified needs and gaps planned for in medium- and short-term planning. ● Modified PE/outdoor play curriculum is likely to be needed (advice from SEND team and outside agencies). ● Planning resources to consider individual needs. ● Specific support for gross and fine motor skills development. Some of these activities may have to take place outside of the classroom. ● Small group work to boost self-esteem if required ● Differentiated P.E. planning with additional support from an adult. Planning to include time for pupils to work on their targets. ● Risk assessments may be needed to ensure pupil can move safely throughout school. 	<p>As per SEN support plus as well as:</p> <ul style="list-style-type: none"> ● Significant moderation/differentiation of the majority of the curriculum ● Staff may need training for the communication aids ● May need constant support to access the curriculum ● Accessibility plan reviewed in accordance to pupil's needs: possible hygiene room access, manual handle training etc. ● Risk assessment put into place.
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<p>Targets and Monitoring</p>	<ul style="list-style-type: none"> ● Child discussed at Pupil Progress meetings. Progress monitored. SEND team to advise on additional interventions in class if necessary. ● Children and Parents involved in setting SEN Support 2 targets. ● Achievement data and school tracking, used to monitor progress and achievements. and school tracking. ● Learning walks. ● Pupil progress meetings. ● Book scrutinies. ● Progress and access to the curriculum to be closely monitored by the SEND team 	<ul style="list-style-type: none"> ● Progress monitored and teacher/SEND Team/child and child's parents/carers informed. ● Achievement data and school tracking, used to monitor progress and achievements. and school tracking. ● Learning walks. ● Pupil progress meetings. ● Learner shadowing – to support provision and learning in the classroom. Book scrutinies. ● Provision mapping, plan and organise specific interventions to meet the needs of the child. ● Intervention monitoring/observations. ● SEN Support Plus Learning Journal. ● Children and Parents involved in setting SEN Support Plus targets. These will be reviewed regularly with parents. 	<p>Progress monitored and teacher/SEND Team/child and child's parents/carers informed alongside the EHC plan. Annual reviews, reporting to local authority. EP monitoring performance at the end of the key stage.</p>
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<p>Provision and resources</p> <p>(See appendix 2 for range of Interventions)</p>	<ul style="list-style-type: none"> ● Class teacher (along with support from the SEND team if needed) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA). ● Specialist seating, and or equipment, as required, with advice from Occupational Therapy and/or the physical difficulties team. ● Observations from the SENCO can be requested. 	<ul style="list-style-type: none"> ● Meeting held with parents, child, teacher and member of SEND team. SEND team to help identify which external agencies could be involved to help assess child's specific needs ● SEND team to provision map additional, specialist interventions to help meet the child's needs. ● Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEND Team). ● Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress. ● Specialist seating, and or equipment, as required, with advice from Occupational Therapy and/or the physical difficulties team. ● Flexible use of classroom support to ensure that the pupil is fully accessing the curriculum and making progress. ● Training and advice given as required. 	<ul style="list-style-type: none"> ● Specialist equipment and provision guided by outside agencies according to specific need of the pupil
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Area of need 4e: Guidance for Children and Young People with Medical Needs

	<p>School Support</p> <ul style="list-style-type: none"> - Quality first teaching - Additional teaching/intervention support 	<p>School Support Plus</p> <ul style="list-style-type: none"> - Quality first teaching - Additional teaching/intervention support - External agency involvement 	<p>EHCP</p> <ul style="list-style-type: none"> -Quality first teaching - Additional teaching/intervention support - External agency involvement -Individual plan -Extensive personalised support
<p>Teaching and learning</p>	<p>As SEN support as well as below:</p> <ul style="list-style-type: none"> ● Planning resources to consider individual needs. ● Differentiated P.E. planning. Additional adult support may be needed. ● Advice from external agencies ● Pupils are taught strategies to develop independence to overcome the effects of their medical condition 	<p>As SEN support 2 as well as below:</p> <ul style="list-style-type: none"> ● Advice from external agencies received and implemented in class/interventions. ● Regular access to appropriately trained adult ● Identified needs and gaps planned for in medium- and short-term planning. ● Modified PE/outdoor play curriculum is likely to be needed (advice from SEND team and outside agencies). ● Planning resources to consider individual needs. ● Small group work to boost self-esteem if required ● Differentiated P.E. planning with additional support from an adult. Planning to include time for pupils to work on their targets. ● Risk assessments may be needed to ensure pupil can move safely throughout school. 	<p>As per SEN support plus as well as:</p> <ul style="list-style-type: none"> ● Significant moderation/differentiation of the majority of the curriculum ● Staff training for the pupil's needs ● May need constant support to access the curriculum ● Accessibility plan reviewed in accordance to pupil's needs: possible hygiene room access, manual handle training etc. ● Risk assessment put into place. ● Health care plans reviewed regularly and put into EHC plan. ● High level of adult intervention

Targets and Monitoring	<ul style="list-style-type: none"> ● Child discussed at Pupil Progress meetings. Progress monitored. SEND team to advise on additional interventions in class if necessary. ● Children and Parents involved in setting SEN Support 2 targets. ● Achievement data and school tracking, used to monitor progress and achievements. and school tracking. ● Learning walks. ● Pupil progress meetings. ● Book scrutinies. ● Progress and access to the curriculum to be closely monitored by the SEND team 	<ul style="list-style-type: none"> ● Progress monitored and teacher/SEND Team/child and child's parents/carers informed. ● Achievement data and school tracking, used to monitor progress and achievements. and school tracking. ● Learning walks. ● Pupil progress meetings. ● Learner shadowing – to support provision and learning in the classroom. ● Book scrutinies. ● Provision mapping, plan and organise specific interventions to meet the needs of the child. ● Intervention monitoring/observations. ● SEN Support Plus Learning Journal. ● Children and Parents involved in setting SEN Support Plus targets. These will be reviewed regularly with parents. 	<p>Progress monitored and teacher/SEND Team/child and child's parents/carers informed alongside the EHC plan. Annual reviews, reporting to local authority. EP monitoring performance at the end of the key stage.</p>
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<p>Provision and resources</p> <p>(See appendix 2 for range of Interventions)</p>	<ul style="list-style-type: none"> ● Class teacher (along with support from the SEND team if needed) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA). ● Specialist seating, and or equipment, as required, with advice from Occupational Therapy and/or the physical difficulties team. ● Observations from the SENCO can be requested. 	<ul style="list-style-type: none"> ● Meeting held with parents, child, teacher and member of SEND team. SEND team to help identify which external agencies could be involved to help assess child's specific needs ● SEND team to provision map additional, specialist interventions to help meet the child's needs. ● Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEND Team). 	<ul style="list-style-type: none"> ● Specialist equipment and provision guided by outside agencies according to specific need of the pupil
		<ul style="list-style-type: none"> ● Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress. ● Specialist seating, and or equipment, as required, with advice from Occupational Therapy and/or the physical difficulties team. ● Flexible use of classroom support to ensure that the pupil is fully accessing the curriculum and making progress. ● Training and advice given as required. 	

For further information on SEN Descriptors under Bradford's Matrix of Need for each area of need see <https://bso.bradford.gov.uk/Schools/Home.aspx> SEND guidance.

Bowling Park primary school has access to the full Universal offer from Bradford authority, which includes free training, hubs, courses and referrals for individual pupils. This allows us to gain access to specialist teachers advice, observations and strategies. The level of support can be increased depending on the individual need.

