FEDERATION OF TROSNANT SCHOOLS

Stockheath Lane, Havant, PO9 3BD Tel: 023 92475606 Fax: 023 92499423
Email: adminoffice@trosnant.hants.sch.uk Website: www.trosnantschools.co.uk

Executive Headteacher - Ian Waine
Executive Deputy Headteacher - Clive Mulligan

Drafted by:	Beki Hodgson June 2020	Reviewed by:	Beki Hodgson July 2021 Beki Hodgson July 2022 Beki Hodgson June 2023 Beki Hodgson June 2024 Beki Hodgson July 2025 Beki Hodgson June 2026
Shared with Staff:	Sept 2026	Agreed by Governors:	Sept 2026
Review:	July 2027	Implementation:	Immediate

FEDERATION OF TROSNANT SCHOOLS

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

This policy should be read in conjunction with the following statutory legislation and guidance:

- Children & Families Act 2014
- Equality Act 2010
- SEND Regulations 2014
- SEND Code of Practice 2015

This policy links to the following in-house policies:

- The Equal Opportunities Policy
- The Teaching and Learning Policy
- The Behaviour Policy
- The SEN information report.

OUR VALUES AND VISION FOR SEND PROVISION IN OUR SETTING:

At the Federation of Trosnant Schools, our vision is for every child to feel valued, included and empowered to achieve their full potential. We are committed to creating a culture of belonging where all children are welcomed, respected and supported to participate fully in school life.

We recognise and celebrate the diversity of our learners, including those with special educational needs and disabilities. We embrace neurodiversity and seek to identify and remove barriers to learning through high-quality teaching, adaptive practice and reasonable adjustments.

We believe that every child is entitled to a broad, balanced and ambitious curriculum that is adapted to meet their individual needs. We maintain high aspirations for all pupils and work collaboratively with children, families, staff and external agencies to ensure that every child can thrive academically, socially and emotionally.

At the centre of our SEND provision are the views, wishes and aspirations of the child and their family. We are committed to fostering independence, resilience, self-advocacy and a positive sense of identity so that all pupils are prepared for the next stage of their education and future lives.

Objectives:

We believe that the key to achievement for all pupils is high-quality teaching that is responsive to individual need. Through adaptive teaching, reasonable adjustments and the effective implementation of Ordinarily Available Provision (OAP), we aim to ensure that all pupils can access learning, participate fully and make good progress. Where a pupil requires provision that is additional to or different that ordinarily available, we work in partnership with children, families and, where appropriate, external professionals to identify barriers to lernign and develop personalised support through a co-produced graduated approach.

Our definition of SEND:

At the Federation of Trosnant Schools, we believe that a child or young person has SEND if they have a long-term and substantial learning difficulty or disability which calls for provision that is additional to or different than that made generally for other children or young people within our setting.

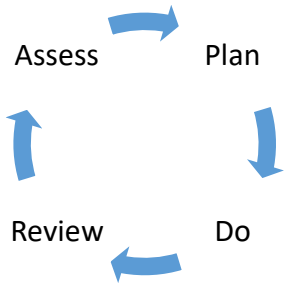
Our definition of SEND provision/SEN support

For children who have additional needs, we endeavour to make reasonable adjustments and adapt access arrangements so that they are not at a substantial disadvantage when compared to their peers. The reasonable adjustments that we make can be to procedures and practices to ensure that children who require SEND support are not disadvantaged when compared to their peers. We also work towards ensuring that our school is accessible for disabled pupils – which includes both the physical environment and access to a broad and balanced curriculum.

At the centre of our SEND provision are the wishes of the child and the parent, where these are compatible with the efficient education of others.

Pupil and Family Voice:
We are committed to ensuring that the views, wishes and aspirations of children and their families are central to SEND provision. Through person-centred planning and regular collaboration, pupils and parents are actively involved in identifying needs, planning support and reviewing progress to achieve the best possible outcomes.

Provision:
The school adopts the graduated approach to SEND provision, where a clear Plan, Do, Review Cycle underpins our provision:



(This approach is outlined in detail in our SEN Information Report)

Staffing provision at both the Infant and Junior school includes Learning Support Assistants in each year group, a team of trained ELSAs (Emotional literacy support assistants), SEMH (social, emotional and mental health) assistants, THRIVE practitioners, speech and language assistants, and when needed, additional support assistants for children with educational health care plans (EHCP) as appropriate.

Educational provision for pupils with SEN is arranged by the class teacher in liaison with the Assistant Head Teacher - Inclusion, Head Teacher, parents and carers. Teachers remain responsible and accountable for the progress and development of all pupils in their class, including those accessing SEND support, interventions or additional adult support. Outside agencies will be involved when appropriate to support the school and parents/carers in achieving the best outcomes for children with additional needs.

The Assistant Head Teacher – Inclusion is responsible for the day-to-day operation of the SEN policy and maintaining an up-to-date register of children with SEN. This is supported by the school's SENCo

Through careful planning, adaptive teaching and ongoing monitoring we ensure that children with additional needs access the full curriculum at their own level. In addition to this, specific intervention programmes may be provided to address the needs of the whole child. For example, a social skills programme, a speech and language programme, or a memory skills programme. This provision is available to all children, including those who have short term needs and may not be identified on the SEN register.

Pupils with medical conditions:
All children with significant medical conditions that require additional support to manage are supported by Individual Health Plans (IHP).
For further information about the personalised provision provided for these children – please refer to our Supporting Pupils with Medical Needs policy.

Staff training:

During the past couple of years, we have placed a high priority on training which supports the professional development of staff around SEND.

The priorities, in our context, have been around developing and strengthening our social, emotional and mental health (SEMH) provision.

We have also focused training on supporting staff to remove barriers for SEND pupils. This has included training around questioning, small group work, task design, instructional teaching, adaptive teaching, metacognition and managing cognitive load. Staff have also received training to improve our understanding and practices when supporting learners with a neurodiverse profile and pupils who may have experienced adversity or trauma.

Our professional development programme is informed by current evidence and best practice, including guidance from the Education Endowment Foundation (EEF) and developments in cognitive science, neurodiversity-affirming practice and trauma-informed approaches.

Where provision has been required in other areas, relevant training has been identified for groups or individual staff members.

We believe that continued professional development and learning is key to ensuring that staff feel confident in meeting the needs of all pupils within their care and that the provision we adopt for individual children reduces barriers to learning and promotes positive outcomes.

Requesting an EHC needs assessment:
For some children, their needs may be greater than can be reasonably carried out through our core and notational funding. Where this is the case, it may be appropriate to request an EHC assessment for the pupil. This is a collaborative request agreed between the school and the parent/child.

Where a parent feels that a child requires an EHC assessment, but the school feels that the child's needs are able to be met through reasonable adjustments, parents and the school will continue to work together to ensure that the needs of the child are met. Parents are entitled to make a parental request for Statutory Assessment.

Children with EHC plans:
Where a child has an EHC plan, the school will ensure that they are using additional funding is used to put in place provision that supports the objectives identified within the plan. Historically, additional funding was often used to provide Learning Support Assistant hours. However, the Local Authority has moved away from this approach, enabling funding to be used more creatively to meet a child's needs and access specialist provision that promotes independence and prepares them for adulthood. We recognise that preparation for adulthood begins in the primary years through the

development of impudence, communication, self-regulation, resilience and self-advocacy, and these skills are embedded throughout our provision for pupils with SEND.

Assessment:
The school follows the graduated approach outlined within the SEND Code of Practice (2015)
The action the school will take will be:

1. The class teacher is responsible for identifying children within the class who have special educational needs based on the 'Criteria for the Identification of SEND' policy. This is completed in collaboration with the AHT and SENCO.
2. Relevant information about the child's difficulties will be gathered. The child's progress in class will be monitored.
3. Parents will be advised of the pupil's additional needs and, if appropriate, the child will be placed on the SEN register. The class teacher will plan and implement appropriate support within the class. This will be discussed and developed with parents to form a plan.
4. Additional assessments may be carried out by the AHT, the SENCO, the class teacher or by a Learning Support Assistant. The results of these assessments will help in the planning of individual programmes.
5. Progress will be regularly reviewed by class teachers and AHT and/or SENCO, with advice being sought from the appropriate Outside Agencies if necessary, including the use of Hampshire Educational Psychology consultation sessions, phone line advice service or the Primary Behaviour Support Service.

Parental involvement:
All parents are informed if the school is concerned about any aspect of a pupil's progress and are at the centre of the decision-making process. Additional support is planned for and recorded on teachers weekly planning or a behaviour plan (now known as Emotional Wellbeing Plans) is drawn up for the child. Parents will be given advice about how they can support their child.

Should any parents have concerns about the special educational provision within the school they should initially contact the class teacher. Then, if they wish, they may contact the AHT, the SENCO or the Executive Head Teacher.

Parents will be informed of the way that SEN works at our school through signposting to the SEN Information Report and links to Hampshire's local offer on the school's website.

If the concern remains unresolved, parents may contact the Chair of Governors and will be advised of the County guidelines.

Partnerships with external agencies:
We have regular contact with a number of support services. The range of agencies and frequency of contact will vary according to the needs of the children within our setting.

Transition work between year groups, Key Stage 1, Key Stage 2 and secondary schools, especially prior to transfer between key stages, ensures continuity of progression in meeting the needs of identified children with SEN. The school is part of the Portage Transition Project which links with external agencies to provide pupils with the best support with their transition to EYFS.

SENCO circle meetings provide regular termly opportunities to meet with other professionals across all phases.

Links with voluntary organisations and Children's Services will be made when it is appropriate. Equally, our contact with Occupational Therapists, Speech Therapists and other medical staff is dictated by the needs of the children.

Data protection:
As far as is reasonably practicable, all records pertaining to pupils with SEND are kept securely and managed in accordance with UK GDPR and Data Protection legislation. Information is only accessed and shared on a need-to know basis to support a child's education, wellbeing and safety. Personal information will only be shared with external agencies where appropriate consent has been obtained, or where there is a lawful basis to do so, including safeguarding requirements. All staff are expected to maintain confidentiality and handle personal information responsibly.

Governors:
The Governors are committed to providing for a high level of SEN support, both teaching and support staff, as needs and budget dictate. The Governors are kept informed of children's needs and provision by the Assistant Head teacher for Inclusion (AHT) through termly reports.
The AHT and the SENCO meet regularly with the SEN governor. The SEN governor is Lisa Finch

Evaluation of the SEND policy:
The effectiveness of the SEND Policy will be evaluated through the following success criteria:

- The SEND register is accurate, regularly reviewed and parents/carers are informed of any changes.
- Pupils with SEND make progress from their individual starting points and are supported to achieve positive academic, social and emotional outcomes
- Attendance, participation and inclusion outcomes for pupils with SEND are monitored and reviewed, with barriers identified and addressed where appropriate.
- Children and families report confidence in the support and provision provided by the school.
- Annual reviews for pupils with Education, Health and Care Plans (EHCPs) are completed within statutory timescales.
- Support plans, including Individual Support Plans, Emotional Wellbeing Pans and Education Health and Care Action Plans, accurately reflect pupils' needs, provision and outcomes, and are reviewed regularly.
- Outside agencies provide effective support and contribute positively to pupil outcomes where required.
- Staff receive appropriate SEND training and demonstrate confidence in implementing inclusive and adaptive practice.
- SEND funding and resources are deployed effectively to meet identified needs.
- Governors receive regular information regarding SEND provision and outcomes, and the SEND Governor meeting termly with the AHT and SENCo.
- The graduated approach is implemented consistently, with evidence that Assess-Plan-Do-Review cycles inform provision and decision-making.
- Pupil and parent voice contribute to the planning, review and development of SEND provision across the Federation.

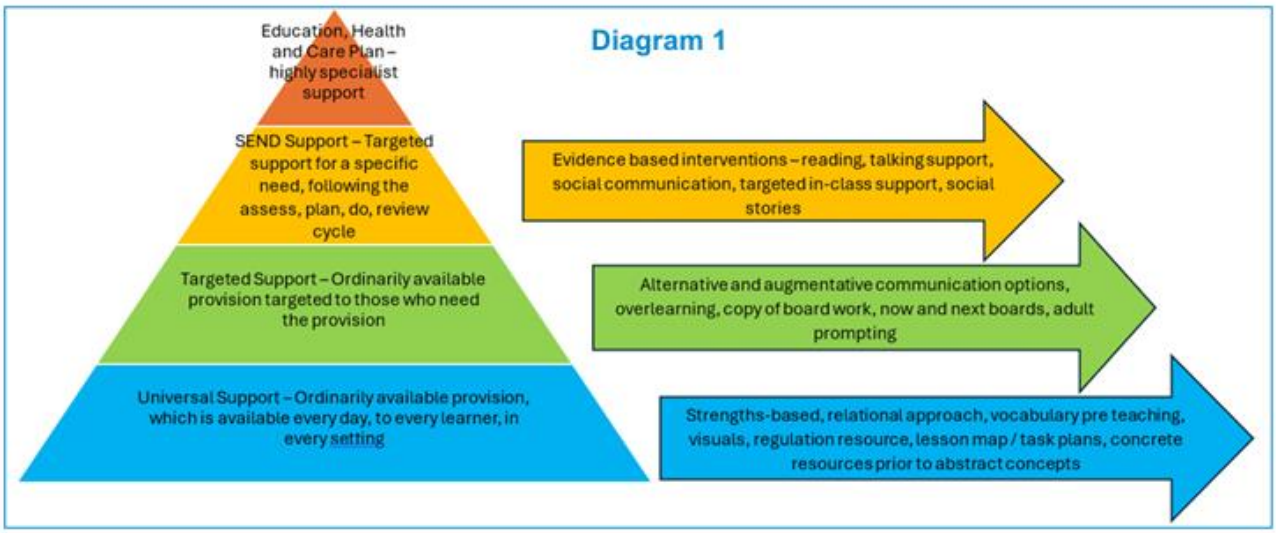
Appendix

Outline of provision available to pupils at the Federation of Trosnant Schools

Ordinarily Available Provision (OAP)

At the Federation of Trosnant Schools, OAP is the provision made available for every pupil, every day. We believe that OAP is fundamental to establishing an environment where all can succeed.

We adopt a graduated approach to OAP as outlined in the diagram below. OAP will be implemented prior to more targeted, adapted provision actioned through SEND support.



Our approach to OAP is based on the Hampshire model, which was formulated in collaboration with schools, local area partners and Hampshire Services. It breaks OAP into 3 key areas – learning space conditions, pedagogical principles and other visual approaches. The following tables outline the OAP in each of these areas, alongside providing an explanation of each provision.

OAP – Learning Space Conditions:

Universal provision	Importance and strategies
Adapted furniture	If learners have the specialist furniture or equipment they require, this will support feelings of inclusion and belonging.
Aspiration and expectation	If everyone believes that success is possible then it is more likely to be achieved due to the scaffolding and belief that all can achieve, as everyone is a learner. Expectations need to align to aspirations.
Clear classroom climate	A purposeful classroom environment, where learners know what to expect from adults, will support the learning experience.
Consistent and explicit boundaries	If expectations are explicit, they are easier to follow and create a sense of reassuring predictability and routine.
Language and communication	Strengths based approaches focus on positives and support success. Careful verbal and non verbal communication can reduce the likelihood of dysregulation and generating a deficit focused narrative.
Low sensory environment	Some learners find some environments over stimulating. Wall displays should be a learning tool to engage and support the learning journey. They should not act as wallpaper, and consideration should be given to colours, lighting and arrangement.
Preparation for change	Providing reminders about transitions before they happen can ease the process and mean that they are anticipated. Strategies such as visual timers can also help. Planning for transitions will support in achieving this.
Regulation resource	Being able to regulate in the moment is an important skill for independence. Resources could include tangle toys, wobble cushions and chair bands that may be used independently or supported through coregulation.
Resource availability	Having to wait for additional resources slows the learning process and can create feelings of inequity; having them in easy reach helps to build independence.
Resource presentation	Appropriate font and print size need to support all. Using resources that are clear, uncluttered and on appropriately coloured backgrounds helps to reduce visual stress and ensure accessibility. Captions for videos are also an important consideration.
Seating arrangements	Different learners may thrive or find specific spaces difficult, so this needs to be considered and would benefit from co-development of approach.
Sense of belonging	This can support learners to feel that they are part of the education community, where they are safe and valued. A genuine relational approach to the learning environment and its management will support this in being achieved. Settings should ensure all staff have clarity as to what the approach looks like and means in the setting.

OAP – Pedagogical Principles

Universal provision	Importance
Adaptive delivery	In the moment adjustments mean every part of the learning is purposeful in reaching the end point. This is only possible where assessment is ongoing and responsive.
Chunking information	Chunking the way information is provided supports working memory. This also applies to how instructions are provided to assist retention and support application.
Clear end point	Understanding the end point will enable relevance to be given to the journey and make the learning purposeful for all. Success criteria and visual journeys can support this and will ensure all know what needs to be achieved and why it is important.
Concrete resources	Multisensory learning supports understanding and consolidation of new concepts. Concrete resources can be particularly helpful when supporting in the understanding of more abstract concepts.
Crafted questioning	Deliberate and strategic creation of questions supports critical thinking, deeper understanding and ensures assessment is of the information really required.
Differentiated instruction	Different learners will need different amounts of instruction and the delivery of this may vary depending on need.
Grouping	Seating and use of grouping can be used to support, stretch and enable collaborative working.
Metacognition for independence	Enabling learners to see and hear the learning process through live modelling or blank canvas modelling, supports them to fully understand the process and the decision making behind it. With practise, this understanding will support independence.
Modelling	Examples of success are supportive in understanding the end point. Live or blank canvas modelling provides an *in the moment* example of the process which can then be replicated.
Multisensory approaches	Approaches that engage multiple senses enhance memory and retention, support diverse learning needs, improve focus and motivation and deepen understanding. Multisensory learning is whole brain learning as two or more sensory systems are stimulated.
Ongoing, responsive assessment and feedback	Addresses misconceptions as they arise. Explicit success criteria is supportive in maintaining the focus of the ongoing assessment. Assessment may be verbal or written, depending on the individual learner. Feedback should be in the moment, specific to the individual and the specific learning foci.
Opportunities for repetition and deliberate practice	Repetition means that learning is more likely to be transferred to longer term memory, particularly where the working memory might not be as strong. Deliberate practice is focused and systematic in approach which improves performance in an area.
Precision over learning and its route	Knowing the likely route to the learning means potential misconceptions can be anticipated which support scaffolding or addressing these as part of the journey.
Pre-teaching of vocabulary	New or complex vocabulary will be embedded, understood and able to be retrieved if these are taught explicitly prior to being used in the context. Pre-teaching means that learners will be familiar with the word and its use.
Reflecting back correct speech	Reflecting correct speech rather than correcting helps to clarify understanding, validates the speaker and encourages further communication.
Repetitive instructional phrases	Consistent phrases with consistent language support those who may have speech and language needs. Ongoing use of key phrases creates a condition where learners are more able to follow what is being said and therefore
Scaffolding and support	Different learners will require different levels of scaffolding and support to achieve an outcome. Holding this in mind means that appropriate levels/types can be applied throughout the process.
Sentence starters or stems to support writing	Some find it difficult to get started on a task. Ready made sentence starters or stems can support this and help create some predictability.
Sequential, cohesive, contextualised curriculum	Builds on prior knowledge, aims to eliminate learning gaps, enhances retention and understanding, facilitates smooth transitions, supports cognitive development and promotes engagement.
Structures to support talk	Strategies such as sentence starters and *think pair share* organise communication, promote equity, improve retention and facilitate critical thinking.
Verbal rehearsal opportunities	Rehearsal can support memory retention, improve fluency and confidence, anticipate potential problems, reduce anxiety and improve delivery skills.

OAP – Other Visual Approaches

Universal	Importance
Colour coding	Use of this strategy can support organisation, structure, memory and recall through the enhanced focus and attention promoted.
Communication friendly environment	Environments where visual supports, cues and labelling are integrated will enhance learning and engagement through better understanding and participation, as well as reducing anxiety and promoting social interaction.
Dual coding	The use of text and visuals simultaneously reduces cognitive load, improves comprehension and facilitates deeper learning.
Lesson maps/task plans	Enables a learner to understand the learning journey as well as to chunk information. The predictability can reduce potential anxiety whilst supporting the ability to transition from one section to another. This can be used responsively and, if changed alongside learners, they can see how it is adapting to them, whether it be to accelerate or over teach/take more time.
Visual scaffolds	Tools that support learning and comprehension through the visual organisation of information, such as word webs, can support in developing understanding around a concept.
Visual timetables	Provide structure, visualise routines and enhance understanding which promotes independence.

For some pupils they may require targeted OAP. All children have access to this provision if required. Targeted provision available is:

Targeted OAP – Learning Space Conditions:

Targeted	
Copy of board work/ presentations	Reading and/or copying from a board can be challenging, so having the same resource available in a hard or digital format will negate this challenge.
Now and next boards/first and then boards	A visual indicator of the current and next focus which helps to ease transition between learning components.
Prompting	Additional adult prompting can help maintain focus and enable a transition to happen whilst providing reassurance and predictability.

Targeted OAP – Pedagogical Principles:

Targeted	
Alternative and augmentative communication (AAC)	Tools such as language boards, picture boards and communication books facilitate communication, support development, reduce frustration and are customisable and versatile to need.
Overlearning and consolidation	Additional opportunities for overlearning and the consolidating of learning are needed by some to ensure transfer to long term memory and to enable swift retrieval of information.
Relevant curriculum matter	Engagement and retention can be supported where the curriculum matter is personalised to individual interests and explicitly linked to already established understanding of these areas.
Show and tell me assessment	Assessments that do not solely rely on the spoken word allows a better assessment of understanding to be made, working to the strengths and developmental areas for each individual.

Targeted OAP – Other Visual Approaches:

Targeted	
Signing	Supports memory and retention through the use of muscle memory and supports cognitive development using the visual spatial areas of the brain.

If OAP is not providing sufficient support to enable progress, then the class teacher, SENCO and AHT will investigate whether further support may be required. This is where children are considered for SEND Support. SEND Support is targeted adaptions, adjustments and provision, that enables those with special educational needs or disabilities to make good progress in relation to their peers and from their starting points.

The following strategies are examples of the provision that is available for pupils identified as SEND Support and are put into place by the class teacher:

Cognition and Learning:

What	Why
Allow time to rehearse reading	Promotes confidence and fluency.
Consider deliberate personalisation of the curriculum and outcome to ensure manageable chunks of success	Swift success builds confidence and relevant subject matter hooks the learner into the content more widely.
Give information in the order of completion	Chronologically ordered instructions mean there is no requirement to try and order the information as well as implementing.
Make instructions concise	Limits use of working memory.
Provide access to alternative recording methods	Flexibility in recording means that the learner is able to demonstrate their full ability, as recording is not a concern.
Provide key words/information bookmarks	Ensures key information is to hand without having to seek it.
Provide opportunities for structured guided reading	Enhances comprehension and fluency through systematic and explicit instruction to meet the learner's needs.
Seating at the front of the room, close to the board	Minimises distractions and means information is easily available as a reference.
Use backwards chaining	Breaking the task down into small steps and allowing the learner to complete the last part of the task and feel success, supports confidence in working backwards to increase their ability in the other elements.
Use of cloze procedures	Supports comprehension and vocabulary development.
Use specialist IT programs to support learning	Enables the learner to focus on the task at hand, having assistance in the areas requiring more intensive support.
Using text navigation and glossaries	Supports information finding and provides reference points.

Communication and Interaction:

What	Why
Be near to the learner when speaking and get their attention prior to speaking	Ensures the learner knows that you are speaking to them.
Demonstrate value in all attempts to communicate	When communication is posing a challenge, acknowledging all aspects as success is important in building confidence and self esteem.
Ensure key vocabulary and concepts are targeted first with consistent visual representation of vocabulary	Enhances understanding and builds retention, making it easier for information to be recalled.
Ensure no ambiguity in spoken information	Supports learner to understand what is being asked of them.
Incorporate specific teaching of inference	Supports comprehension and critical thinking.
Introduce language through rhymes, songs and quality texts	Supports engagement, memory, retention, pronunciation and fluency. Quality texts provide cultural exposure and further vocabulary development.
Limit instructions to the number of words the learner can manage	Ensures working memory and auditory processing are not overloaded.
Only use literal language	Limits ambiguity and promotes understanding.
Provide a designated workspace	Can improve focus, organisation, encourage independence and provides routine.
Provide opportunities to work with those who can provide a strong language model	Peer learning can be low threat and happens in the moment.
Provide personalised alternative communication methods	Explicit teaching of specific strategies can enable them to become embedded in all communicative interactions supporting confidence and independence.
Provide structured opportunities to learn how to work as a group	Skills may still need deliberate practice, so this creates a low threat way in which to do so.
Repeat what has been said and add one additional word	Reinforces and clarifies information whilst also further developing memory and vocabulary.
Support verbal explanation using pictures or objects of reference	Lessens cognitive load and means auditory understanding is not the only means relied upon.
Teach the use of phonological and semantic cues	Enhances language learning and retrieval skills. Using structures such as word maps supports conceptual and phonological understanding as well as context and use.
Use emotion coaching	Develops understanding of emotion based vocabulary.
Use forced choices	Questions require choice between two or more options which reduces ambiguity and increases engagement.
Use visual timers	Encourage independence, time management and reduce anxiety by showing the passage of time.

Social, Emotional and Mental Health:

What	Why
Avoid situations of shame	Creates feelings of worthlessness and can significantly impact on emotional and behavioural responses.
Be vigilant to perceived injustice	Avoids anyone feeling that they have been unfairly treated which can escalate a situation.
Create predictability	Consistency in approach creates a safer environment where all know what will be happening.
Ensure conscious use of body language and voice tone	Most communication is through means other than words. Open body language and gentle voice tone supports the creation of a low threat environment.
Ensure seating position meets needs (eg able to see the door, sitting behind others.)	Hyper vigilance can mean that certain seating has the potential to escalate feelings of high alert.
Ensure there are planned opportunities to guarantee success	Supports motivation and helps a learner to feel invested in something.
Give responsibilities within the class	Supports with self esteem and regulation as provides an additional focus.
Have sensitivity to the difficulties group work could pose	These skills may not come naturally and need to be explicitly taught. Depending on need, working alongside others could be challenging in itself.
Intersperse preferred tasks with non preferred	Supports motivation and maintenance of focus.
Limit distractions	Supports attention and focus.
Make eye contact or use names when conversing with the learner	Ensures the learner knows you are addressing them, as if not this may not be realised.
Offer a *get out with dignity* choice	Avoids a situation escalating without anyone feeling undermined in the process.
Personalise learning to strengths and interests	Creates a hook for the learner who then feels that the learning is achievable.
Provide choices and/or suggestions	Supports those who find managing direct instruction difficult, also supports those who are unable to think of responses.
Provide planned rest breaks	Enhances productivity and supports the need for a physical or mental break from what is happening to avoid overwhelm.
Provide reasons for instructions	Knowing why something is happening supports in understanding purpose and therefore motivation to complete.
Provide regulation space	Enables regulation and self soothing in the moment which promotes self awareness and increases productivity.
Provide structures for tasks such as turn taking and using functional language	Skills and understanding will need to be learnt so this can support in achieving.
Use scaling systems	Avoids the need for specific language uses and provides a way of indicating feelings in the moment.
Use visual and verbal preparations for change	Demonstrates the passage of time and assists transitions.

Physical and/or Sensory:

What	Why
Be deliberate in using a multi sensory approach to learning	Using multiple senses may be beneficial if there is an element where there is a specific need. The approach activating multiple sensory systems supports in retention and understanding.
Ensure classroom placement supports need	Dependent on need, specific placement in the classroom is likely to be necessary.
Ensure recording demands are adjusted	Some recording mechanisms may be unnecessarily challenging due to need and therefore this should be accommodated.
Ensure resource appropriateness and availability	Ensures that every learner is able to undertake learning without delay or barrier.
Provide adjustments to routines	To ensure an equitable provision, there may be the need for some learners to undertake things differently to accommodate need.
Provide adjustments to uniform	Those with sensory needs may find certain fabrics or styles uncomfortable to wear.
Provide planned rest breaks	Avoids fatigue in areas of need and supports in maintaining momentum and focus.
Support with personal care	Additional support and structure for personal care may be required and these areas may need specific structures such as social stories and visual cues to support.
Use resources that limit the need for manipulation	Ensures that they are usable by a wider range of learners.

The following provision is available at SEND Support level and is overseen by the SENCO and/or Assistant Headteacher:

Cognition and Learning:

Cognition and learning
Assistive technology.
Evidence based interventions for phonics, comprehension, spelling, number.
Interventions and strategies focused on executive functioning.
Overlearning support and focus on developing automaticity of skills.
Pre-learning of materials.
Personalised timetables.
Small group instruction.
Targeted support for specific aspects of learning.

Communication and Interaction:

Communication and interaction
Curriculum adjustments to meet language needs.
Evidence based interventions for developing language and social communication.
Personalised visual timetable/processes/reminders.
Planned access to a named adult.
Planned support plans for transitions and unstructured times.
Structured support for unstructured times.
Use of social stories in preparing for and understanding situations.
Use of comic strip conversations to support social situations.

SEMH:

Social, emotion and mental health
Additional offer focused on personal, social, health and economic education (PSHE) and social and emotional aspects of learning (SEAL).
Antecedent, behaviour, consequence and communication analysis of situations.
De-escalation scripts.
Emotional literacy support assistant (ELSA) talking interventions.
Identified safe space.
Intervention linked to Zones of Regulation or other regulation focused programmes.
Names of key adults, deployed strategically across the day.
Personalised behaviour system.
Personalised regulation plan.
Positive behaviour support plan.
Risk assessments and management plans.
Targeted support in unstructured times.

Physical and/or Sensory:

Physical/sensory
ELSA talking interventions.
Monitoring and support of specialised equipment.
Personal care plans.
Screening for hearing, vision and physical needs.
Sensory diet plan.