

## Appendix 1

### Guidance for Children and Young People with AS, including Communication and Interaction Needs.

	Range 1 Quality first teaching	Range 2 - Quality first teaching - Additional teaching/intervention support	Range 3 - Quality first teaching - Additional teaching/intervention support - External agency involvement
Teaching and learning	<ul style="list-style-type: none"> <li>• Child given the opportunity to return to key concepts and 'over learn' key skills.</li> <li>• English, Maths and Topic teaching, resources and planning differentiated to fill identified gaps.</li> <li>• Specific support for communication and interaction.</li> <li>• Preparing children for change.</li> <li>• Clear routines set up and followed i.e. sequence of the day.</li> <li>• Simple instructions used.</li> <li>• Teacher to establish whether it is learning need or vision/hearing need.</li> </ul>	<ul style="list-style-type: none"> <li>• Child given the opportunity to return to key concepts and 'over learn' key skills.</li> <li>• English, Maths and Topic teaching, resources and planning differentiated to fill identified gaps.</li> <li>• Specific support for communication and interaction.</li> <li>• Preparing children for change.</li> <li>• Clear routines set up and followed i.e. sequence of the day.</li> <li>• Simple instructions used.</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from external agencies received and implemented in class/interventions.</li> <li>• Child given the opportunity to return to key concepts and 'over learn' key skills.</li> <li>• English, Maths and Topic teaching, resources and planning differentiated to fill identified gaps.</li> <li>• Specific support for communication and interaction.</li> <li>• Preparing children for change i.e. my new classroom book.</li> <li>• Clear routines set up depending on need i.e. visual timetable.</li> <li>• Simple instructions used.</li> <li>•</li> </ul>
Targets and Monitoring	<ul style="list-style-type: none"> <li>• Parents are consulted if there are any concerns. Progress regularly assessed and planning adapted accordingly.</li> <li>• Children involved in setting next steps.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements. and school tracking.</li> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Child discussed at Pupil Progress meetings. Progress monitored. SEN team to advise on additional interventions in class if necessary.</li> <li>• Children and Parents involved in setting Range 2 targets.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements.</li> <li>• Learning walks.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress monitored and teacher/SEN Team/child and child's parents/carers informed.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements.</li> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Learner shadowing – to support provision and learning in the classroom.</li> <li>• Book scrutinies.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Book scrutinies.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil progress meetings.</li> <li>• Book scrutinies.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision mapping, plan and organise specific interventions to meet the needs of the child.</li> <li>• Intervention monitoring/observations.</li> <li>• Range 3 Learning Journal.</li> <li>• Children and Parents involved in setting Range 3 targets. These will be reviewed regularly with parents.</li> <li>• Levels of progress to be tracked using both the school system and CASPA graph.</li> </ul>
<p>Provision and resources</p> <p>(See Appendix 1 for full list of interventions)</p>	<ul style="list-style-type: none"> <li>• Additional support (teacher and TA) given and booster groups arranged (e.g. in the afternoon/during registration).</li> <li>• Support to promote social skills and interactions.</li> <li>• Providing visual resources to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher (along with support from the SEN team if needed) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA).</li> <li>• Observations from the SENCo and SEN team can be requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting held with parents, child, teacher and member of SEN team. SEN team to help identify which external agencies could be involved to help assess child's specific needs.</li> <li>• Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress.</li> <li>• SEN team to provision map additional, specialist interventions to help meet the child's needs.</li> <li>• Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from the SEN Team).</li> </ul> <p><u>Staff training/interventions provided:</u></p> <ul style="list-style-type: none"> <li>- Box activities.</li> <li>- Visual timetables.</li> <li>- See and Learn.</li> <li>- Chatterbox.</li> <li>- Autism overview and awareness.</li> <li>- Clicker</li> </ul>

## Appendix 1

### Guidance for Children and Young People with Speech, Language and Communication Needs.

	Range 1 Quality first teaching	Range 2 - Quality first teaching - Additional teaching/intervention support	Range 3 - Quality first teaching - Additional teaching/intervention support - External agency involvement
Teaching and learning	<ul style="list-style-type: none"> <li>• Child given the opportunity to return to key concepts and 'over learn' key skills, particularly vocabulary.</li> <li>• English, Maths and Topic teaching, resources and planning differentiated to fill identified gaps.</li> <li>• Specific support linked to their language need.</li> <li>• Simple instructions used. Instructions to be repeated if necessary.</li> <li>• Pre-teaching of key vocabulary (topics).</li> <li>• Teacher to establish whether it is learning need or vision/hearing need.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased opportunities for targeted talk and some individually planned questions.</li> <li>• Child given the opportunity to return to key concepts and 'over learn' key skills, particularly vocabulary.</li> <li>• English, Maths and Topic teaching, resources and planning differentiated to fill identified gaps.</li> <li>• Specific support linked to their language need.</li> <li>• Simple instructions used. Instructions to be repeated if necessary.</li> <li>• Pre-teaching of key vocabulary (topics).</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from external agencies received and implemented in class/interventions.</li> <li>• Therapy (if suitable, either in School or in clinic).</li> <li>• Increased opportunities for targeted talk and some individually planned questions. Tasks personalised.</li> <li>• Child given the opportunity to return to key concepts and 'over learn' key skills, particularly vocabulary.</li> <li>• English, Maths and Topic teaching, resources and planning differentiated to fill identified gaps.</li> <li>• Specific support linked to their language need.</li> <li>• Simple instructions used. Instructions to be repeated if necessary.</li> <li>• Pre-teaching of key vocabulary (topics).</li> <li>• Use of visual resources planned for.</li> </ul>
Targets and Monitoring	<ul style="list-style-type: none"> <li>• Parents are consulted if there are any concerns. Progress regularly assessed and planning adapted accordingly.</li> <li>• Children involved in setting next steps.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements. and school tracking.</li> <li>• Learning walks.</li> </ul>	<ul style="list-style-type: none"> <li>• Child discussed at Pupil Progress meetings. Progress monitored. SEN team to advise on additional interventions in class if necessary.</li> <li>• Children and Parents involved in setting Range 2 targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress monitored and teacher/SEN Team/child and child's parents/carers informed.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements.</li> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Learner shadowing – to support provision and learning in the classroom.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Pupil progress meetings.</li> <li>• Book scrutinies.</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement data and school tracking, used to monitor progress and achievements. and school tracking.</li> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Book scrutinies.</li> </ul>	<ul style="list-style-type: none"> <li>• Book scrutinies.</li> <li>• Provision mapping, plan and organise specific interventions to meet the needs of the child.</li> <li>• Intervention monitoring/observations.</li> <li>• Range 3 Learning Journal.</li> <li>• Children and Parents involved in setting Range 3 targets. These will be reviewed regularly with parents.</li> </ul>
<p>Provision and resources</p> <p>(See Appendix 1 for full list of interventions)</p>	<ul style="list-style-type: none"> <li>• Additional support (teacher and TA) given and booster groups arranged (e.g. in the afternoon/during registration).</li> <li>• Support to promote and develop use of language.</li> <li>• Providing visual resources to support learning.</li> <li>• Attention to position in the classroom (are they close to the teacher, can they see them?).</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher (along with support from the SEN team if needed) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA).</li> <li>• Advise from specialist TA as required. Can help with target setting and interventions ideas and progress.</li> <li>• Support to promote and develop use of language.</li> <li>• Providing visual resources to support learning.</li> <li>• Attention to position in the classroom (are they close to the teacher, can they see them?).</li> <li>• Observations from the SENCo can be requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting held with parents, child, teacher and member of SEN team. SEN team to help identify which external agencies could be involved to help assess child's specific needs.</li> <li>• Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress.</li> <li>• SEN team to provision map additional, specialist interventions to help meet the child's needs.</li> <li>• Additional staff in class receive specialist training and support as needed.</li> <li>• Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEN Team).</li> <li>• Providing visual resources to support learning (this will be needed for every lesson).</li> </ul> <p><u>Staff training/interventions provided:</u></p> <ul style="list-style-type: none"> <li>- Black sheep (Narrative therapy).</li> <li>- Elkan.</li> <li>- See and Learn.</li> </ul>

## Appendix 1

			- Chatterbox.
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Guidance for Children and Young People with Cognition and Learning Needs.			
	Range 1 Quality first teaching	Range 2 - Quality first teaching - Additional teaching/intervention support	Range 3 - Quality first teaching - Additional teaching/intervention support - External agency involvement
Teaching and learning	<ul style="list-style-type: none"> <li>• Child given the opportunity to return to key concepts and 'over learn' key skills.</li> <li>• English, Maths and Topic teaching, resources and planning differentiated to fill identified gaps.</li> <li>• Simple instructions used.</li> <li>• Vocabulary pre-taught and consolidated (if needed).</li> <li>• Teacher to establish whether it is learning need or vision/hearing need.</li> </ul>	<ul style="list-style-type: none"> <li>• Child given the opportunity to return to key concepts and 'over learn' key skills.</li> <li>• English, Maths and Topic teaching, resources and planning differentiated to fill identified gaps.</li> <li>• Simple instructions used.</li> <li>• Vocabulary pre-taught and consolidated (if needed).</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from external agencies received and implemented in class/interventions.</li> <li>• Child given the opportunity to return to key concepts and 'over learn' key skills.</li> <li>• English, Maths and Topic teaching, resources and planning differentiated to fill identified gaps.</li> <li>• Simple instructions used.</li> </ul>
Targets and Monitoring	<ul style="list-style-type: none"> <li>• Parents are consulted if there are any concerns. Progress regularly assessed and planning adapted accordingly.</li> <li>• Children involved in setting next steps.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements.</li> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Book scrutinies.</li> </ul>	<ul style="list-style-type: none"> <li>• Child discussed at Pupil Progress meetings. Progress monitored. SEN team to advise on additional interventions in class if necessary.</li> <li>• Children and Parents involved in setting Range 2 targets.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements. and school tracking.</li> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress monitored and teacher/SEN Team/child and child's parents/carers informed.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements.</li> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Learner shadowing – to support provision and learning in the classroom.</li> <li>• Book scrutinies.</li> <li>• Provision mapping, plan and organise specific interventions to meet the needs of the child.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Book scrutinies.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention monitoring/observations.</li> <li>• Range 3 Learning Journal.</li> <li>• Children and Parents involved in setting Range 3 targets. These will be reviewed regularly with parents.</li> </ul>
<p>Provision and resources</p> <p>(See Appendix 1 for full list of interventions)</p>	<ul style="list-style-type: none"> <li>• Additional support (teacher and TA) given and booster groups arranged (e.g. in the afternoon/during registration).</li> <li>• Providing visual resources to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher (along with support from the SEN team if needed) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA).</li> <li>• Providing visual resources to support learning.</li> <li>• Observations from the SENCo can be requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting held with parents, child, teacher and member of SEN team. SEN team to help identify which external agencies could be involved to help assess child's specific needs</li> <li>• Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress.</li> <li>• SEN team to provision map additional, specialist interventions to help meet the child's needs.</li> <li>• Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEN Team).</li> <li>• Visual clues to support auditory information at all stages of delivery.</li> </ul> <p><u>Staff training/interventions provided:</u></p> <ul style="list-style-type: none"> <li>- 5 Minute Box Literacy.</li> <li>- 5 Minute Box Numeracy.</li> <li>- See and Learn.</li> <li>- Chatterbox.</li> <li>- Every child a counter.</li> <li>- Precision Teaching</li> <li>- Clicker</li> </ul>

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Guidance for Children and Young People with a Specific Learning Difficulty.

	Range 1 Quality first teaching	Range 2 - Quality first teaching - Additional teaching/intervention support	Range 3 - Quality first teaching - Additional teaching/intervention support - External agency involvement
Teaching and learning	<ul style="list-style-type: none"> <li>• Child given the opportunity to return to key concepts and 'over learn' key skills.</li> <li>• English, Maths and Topic teaching, resources and planning differentiated to fill identified gaps.</li> <li>• Flexible grouping arrangements based on need.</li> <li>• Simple instructions used.</li> <li>• Teacher to establish whether it is learning need or vision/hearing need.</li> </ul>	<ul style="list-style-type: none"> <li>• Child given the opportunity to return to key concepts and 'over learn' key skills.</li> <li>• English, Maths and Topic teaching, resources and planning differentiated to fill identified gaps.</li> <li>• Flexible grouping arrangements based on need.</li> <li>• Simple instructions used.</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from external agencies received and implemented in class/interventions.</li> <li>• Child given the opportunity to return to key concepts and 'over learn' key skills.</li> <li>• English, Maths and Topic teaching, resources and planning differentiated to fill identified gaps.</li> <li>• Flexible grouping arrangements based on need.</li> <li>• Simple instructions used.</li> </ul>
Targets and Monitoring	<ul style="list-style-type: none"> <li>• Parents are consulted if there are any concerns. Progress regularly assessed and planning adapted accordingly.</li> <li>• Children involved in setting next steps.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• Child discussed at Pupil Progress meetings. Progress monitored. SEN team to advise on additional interventions in class if necessary.</li> <li>• Children and Parents involved in setting Range 2 targets.</li> <li>• Achievement data and school tracking, used to monitor progress</li> </ul>	<ul style="list-style-type: none"> <li>• Progress monitored and teacher/SEN Team/child and child's parents/carers informed.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements.</li> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Learner shadowing – to support provision and learning in the classroom.</li> <li>• Book scrutinies.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Book scrutinies.</li> </ul>	<p>and achievements. and school tracking.</p> <ul style="list-style-type: none"> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Book scrutinies.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision mapping, plan and organise specific interventions to meet the needs of the child.</li> <li>• Intervention monitoring/observations.</li> <li>• Range 3 Learning Journal.</li> <li>• Children and Parents involved in setting Range 3 targets. These will be reviewed regularly with parents.</li> <li>•</li> </ul>
<p>Provision and resources</p> <p>(See Appendix 1 for full list of interventions)</p>	<ul style="list-style-type: none"> <li>• Additional support (teacher and TA) given and booster groups arranged (e.g. in the afternoon/during registration).</li> <li>• Support to promote social skills and interactions.</li> <li>• Providing visual resources to support learning.</li> <li>• Dyslexia friendly learning environment.</li> <li>• Opportunities for small group work, e.g. reading.</li> <li>• Multi-sensory resources (used if needed and as appropriate, advice from SEN Team).</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher (along with support from the SEN team if needed) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA). To consider multi-sensory structured programmes.</li> <li>• SEN Team to complete screening: LUCID Cops or Pearson. Screening to be analysed by SEN Team, report given to class teachers and shared with parents. This should inform future provision and support.</li> <li>• Support to promote social skills and interactions.</li> <li>• Providing visual resources to support learning.</li> <li>• Dyslexia friendly learning environment.</li> <li>• Consider alternative recording programs i.e. ICT.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting held with parents, child, teacher and member of SEN team. SEN team to help identify which external agencies could be involved to help assess child's specific needs.</li> <li>• Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress.</li> <li>• SEN team to provision map additional, specialist interventions to help meet the child's needs. Structured, cumulative, multi-sensory program run as a 1:1 or small group. Advice from external agencies e.g. Educational Psychologist.</li> <li>• Providing visual resources to support at each stage of learning.</li> <li>• Dyslexia friendly learning environment.</li> <li>• Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEN Team). This should include reading, spelling and writing (linked to screening/assessment outcomes).</li> <li>• Consider alternative recording programs i.e. ICT.</li> <li>• Multi-sensory resources (used if needed and as appropriate, advice from SEN Team).</li> </ul> <p><u>Staff training/interventions provided:</u></p> <ul style="list-style-type: none"> <li>- 5 Minute Box Literacy.</li> <li>- 5 Minute Box Numeracy.</li> <li>- See and Learn.</li> </ul>



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		<ul style="list-style-type: none"> <li>• Multi-sensory resources (used if needed and as appropriate, advice from SEN Team).</li> <li>• Observations from the SENCo can be requested.</li> <li>• Irlens screening by a qualified member of staff</li> </ul>	<ul style="list-style-type: none"> <li>- Chatterbox.</li> <li>- Toe by Toe.</li> <li>- Handwriting policy (Sassoon penpals – cursive).</li> </ul>
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### Guidance for Children and Young People with Social and Emotional and Behavioural Difficulties.

	Range 1 Quality first teaching	Range 2 - Quality first teaching - Additional teaching/intervention support	Range 3 - Quality first teaching - Additional teaching/intervention support - External agency involvement
Teaching and learning	<ul style="list-style-type: none"> <li>• Specific support for communication and interaction.</li> <li>• Preparing children for change.</li> <li>• Clear routines.</li> <li>• Simple instructions used.</li> <li>• Behaviour strategies in place appropriate and suitable for the child.</li> <li>• Behaviour Log that includes triggers, frequency, structured/unstructured and solutions. HOT – SPOTS.</li> <li>• Recognition of learning styles and motivational levers (things that engage them).</li> <li>• Identified needs and gaps planned for in medium and short term planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific support for communication and interaction.</li> <li>• Preparing children for change.</li> <li>• Clear routines.</li> <li>• Simple instructions used.</li> <li>• Behaviour strategies in place appropriate and suitable for the child.</li> <li>• Behaviour Log that includes triggers, frequency, structured/unstructured and solutions. HOT – SPOTS.</li> <li>• Recognition of learning styles and motivational levers (things that engage them).</li> <li>• Identified needs and gaps planned for in medium and short term planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific support for communication and interaction.</li> <li>• Preparing children for change.</li> <li>• Clear routines.</li> <li>• Simple instructions used.</li> <li>• Behaviour strategies in place appropriate and suitable for the child.</li> <li>• Behaviour Log that includes triggers, frequency, structured/unstructured and solutions.</li> <li>• Risk assessments for difficult times of the school day (if appropriate)</li> <li>• Recognition of learning styles and motivational levers (things that engage them).</li> <li>• Identified needs and gaps planned for in medium and short term planning.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Attention to pupil's groupings.</li> <li>• Teacher to establish whether there is a vision/hearing need.</li> <li>• Following whole school behaviour policy</li> </ul>	<ul style="list-style-type: none"> <li>• Attention to pupil's groupings</li> <li>• . Following whole school behaviour policy</li> </ul>	<ul style="list-style-type: none"> <li>• Attention to pupil's groupings.</li> <li>• Adapting whole school behaviour policy</li> <li>•</li> </ul>
Targets and Monitoring	<ul style="list-style-type: none"> <li>• Parents are consulted if there are any concerns. Involved as much and as early as possible. Strategies regularly assessed and adapted accordingly.</li> <li>• Children involved in setting next steps. Children to talk about what would help.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements. and school tracking.</li> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Book scrutinies.</li> </ul>	<ul style="list-style-type: none"> <li>• Child discussed at Pupil Progress meetings. Progress monitored. SEN team to advise on additional interventions in class if necessary.</li> <li>• Children and Parents involved in setting Range 2 targets. Specific behavioural targets.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements. and school tracking.</li> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Book scrutinies.</li> <li>• Boxall profile (to review changes in behaviour).</li> <li>• Targeted observations: Mentors/SEN team.</li> </ul>	<p>Progress monitored and teacher/SEN Team/child and child's parents/carers informed.</p> <ul style="list-style-type: none"> <li>• Achievement data and school tracking, used to monitor progress and achievements. and school tracking.</li> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Learner shadowing – to support provision and learning in the classroom.</li> <li>• Book scrutinies.</li> <li>• Provision mapping, plan and organise specific interventions to meet the needs of the child.</li> <li>• Intervention monitoring/observations.</li> <li>• Range 3 Learning Journal.</li> <li>• Children and Parents involved in setting Range 3 targets. These will be reviewed regularly with parents. Specific behavioural targets.</li> <li>• Boxall profile (to review changes in behaviour).</li> </ul>
Provision and resources	<ul style="list-style-type: none"> <li>• Additional support (teacher and TA) given and booster groups arranged (e.g. listening, thinking and social skills). To cover any learning needs as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher (along with support from the SEN team if needed) to plan additional regular short-term precisely targeted interventions (led by the</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting held with parents, child, teacher and member of SEN team. SEN team to help identify which external agencies could be involved to help assess child's specific needs.</li> </ul>

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<p>(See appendix 1 for full list of interventions available)</p>	<ul style="list-style-type: none"> <li>• Support to promote social skills and interactions.</li> <li>• Providing visual resources to support learning (If applicable).</li> <li>• Children to be specifically taught/observe appropriate behaviours and given opportunities to practise them.</li> <li>• Advice can be sought from Mentors and/or SEN team.</li> <li>• Strategies shared which all staff adhere to.</li> <li>• Flagged up with Head of Pupil Welfare at weekly mentor meetings</li> </ul>	<p>Teacher and/or TA). To cover any learning needs as appropriate.</p> <ul style="list-style-type: none"> <li>• Support to promote social skills and interactions.</li> <li>• Providing visual resources to support learning (if applicable).</li> <li>• Children to be specifically taught/observe appropriate behaviours and given opportunities to practise them.</li> <li>• Advice can be sought from Mentors and/or SEN team.</li> <li>• Observations from the SENCo can be requested.</li> <li>• Candidate for Mentor support.</li> <li>• Encouragement to attend extra-curricular activities (Mentor support available).</li> <li>• Flexibility of time-table and curriculum.</li> <li>• Strategies shared will all staff adhere to.</li> <li>• Form filled in for mentor referral and given to Head of Pupil Welfare to be shared at weekly mentor meetings</li> </ul> <p><u>Extra – curricular activities provided:</u></p> <ul style="list-style-type: none"> <li>- Cricket.</li> <li>- Sewing.</li> <li>- Digi-smart.</li> <li>- Cooking.</li> <li>- Football.</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress.</li> <li>• Support for families as required (i.e. CAF).</li> <li>• SEN team to provision map additional, specialist interventions to help meet the child’s needs.</li> <li>• Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEN Team).</li> <li>• Support to promote social skills and interactions.</li> <li>• Providing visual resources to support learning. Visual timetable (if appropriate).</li> <li>• Children to be specifically taught appropriate behaviours and given opportunities to practise them.</li> <li>• Advice can be sought from Mentors and/or SEN team.</li> <li>• Regular support from experienced Mentors.</li> <li>• Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEN Team).</li> <li>• Encouragement to attend extra-curricular activities (Mentor support available).</li> <li>• Flexibility of time-table and curriculum.</li> <li>• Strategies shared which all staff adhere to.</li> <li>• Behaviour targets need daily input/working on.</li> </ul> <p><u>Extra – curricular activities provided:</u></p> <ul style="list-style-type: none"> <li>- See previous column.</li> </ul> <p><u>Staff training/interventions provided:</u></p>
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			<ul style="list-style-type: none"> <li>- Self – esteem garden.</li> <li>- Experiential learning.</li> <li>- Mentor programmes/support.</li> <li>- Play therapist student</li> </ul>
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Guidance for Children and Young People with Hearing Impairment.			
	Range 1 Quality first teaching	Range 2 - Quality first teaching - Additional teaching/intervention support	Range 3 - Quality first teaching - Additional teaching/intervention support - External agency involvement
Teaching and learning	<ul style="list-style-type: none"> <li>• Planned for as part of the class curriculum.</li> <li>• Attention paid to seating, lighting and acoustics.</li> <li>• Main provision by class teacher using advice given by Hospital Audiology and any other agencies.</li> <li>• Full inclusion within National Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Planned for as part of the class curriculum.</li> <li>• Attention paid to seating, lighting and acoustics.</li> <li>• Main provision by class teacher using advice given by Hospital Audiology and any other agencies.</li> <li>• Full inclusion within National Curriculum.</li> <li>• Possible use of speech audiometry and other specialist tools to assess and help access spoken language in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from external agencies received and implemented in class/interventions.</li> <li>• Planning reflects individual levels of achievement and differentiated accordingly.</li> <li>• Attention paid to seating, lighting and acoustics.</li> <li>• Main provision by class teacher using advice given by Hospital Audiology and any other agencies.</li> <li>• Full inclusion within National Curriculum.</li> <li>• Possible use of speech audiometry and other specialist tools to assess and help access spoken language in the class.</li> </ul>
Targets and Monitoring	<ul style="list-style-type: none"> <li>• Parents are consulted if there are any concerns. Progress regularly assessed and planning adapted accordingly.</li> <li>• Children involved in setting next steps.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements. and school tracking.</li> </ul>	<ul style="list-style-type: none"> <li>• Child discussed at Pupil Progress meetings. Progress monitored. SEN team to advise on additional interventions in class if necessary.</li> <li>• Children and Parents involved in setting Range 2 targets. Child to detail what they find easy/difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress monitored and teacher/SEN Team/child and child’s parents/carers informed.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements. and school tracking.</li> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> </ul>

## Appendix 1

	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Pupil progress meetings</li> <li>• Book scrutinies</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement data and school tracking, used to monitor progress and achievements.</li> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Book scrutinies.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner shadowing – to support provision and learning in the classroom.</li> <li>• Book scrutinies.</li> <li>• Provision mapping, plan and organise specific interventions to meet the needs of the child.</li> <li>• Intervention monitoring/observations.</li> <li>• Range 3 Learning Journal.</li> <li>• Children and Parents involved in setting Range 3 targets. These will be reviewed regularly with parents. Child to detail what they find easy/difficult.</li> <li>• Levels of progress to be tracked using both the school system and CASPA graph.</li> </ul>
Provision and resources	<ul style="list-style-type: none"> <li>• Additional support (teacher and TA) given and booster groups arranged (e.g. in the afternoon/during registration, if needed).</li> <li>• Support to promote social skills and interactions.</li> <li>• Providing visual resources to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher (along with support from the SEN team) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA).</li> <li>• Support to promote social skills and interactions.</li> <li>• Providing visual resources to support learning.</li> <li>• SEN Team to complete observations.</li> <li>• Observations from the SENCo can be requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting held with parents, child, teacher and member of SEN team. SEN team to help identify which external agencies could be involved to help assess child's specific needs (including SALT as required).</li> <li>• SEN team to provision map additional, specialist interventions to help meet the child's needs.</li> <li>• Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress.</li> <li>• Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEN Team). This could focus on social skills and self-esteem.</li> <li>• Access to radio aid, monitored.</li> <li>• Regular social and emotional support.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Hearing aid checks.</li> <li>• Key staff trained on looking after hearing aids.</li> <li>• Caseloads taken on by a member of the Hearing team at Education Bradford.</li> </ul>
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Guidance for Children and Young People with Visual Impairment.			
	Range 1 Quality first teaching	Range 2 - Quality first teaching - Additional teaching/intervention support	Range 3 - Quality first teaching - Additional teaching/intervention support - External agency involvement
Teaching and learning	<ul style="list-style-type: none"> <li>• Planned for as part of the class curriculum.</li> <li>• Attention paid to seating.</li> <li>• Specific support for communication and interaction.</li> <li>• Clear routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Planned for as part of the class curriculum.</li> <li>• Attention paid to seating.</li> <li>• Specific support for communication and interaction.</li> <li>• Clear routines.</li> <li>• Curriculum and materials adapted as necessary for full inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Advice from external agencies received and implemented in class/interventions.</li> <li>• Identified needs and gaps planned for in medium and short term planning.</li> <li>• Specific support for communication and interaction.</li> <li>• Clear routines.</li> <li>• Curriculum and materials adapted as necessary for full inclusion.</li> <li>• Attention to speed of lesson delivery and speed of working visually impaired pupil.</li> </ul>
Targets and Monitoring	<ul style="list-style-type: none"> <li>• Parents are consulted if there are any concerns. Progress regularly assessed and planning adapted accordingly.</li> <li>• Children involved in setting next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Child discussed at Pupil Progress meetings. Progress monitored. SEN team to advise on additional interventions in class if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress monitored and teacher/SEN Team/child and child's parents/carers informed.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements. and school tracking.</li> </ul>

## Appendix 1

	<ul style="list-style-type: none"> <li>• Achievement data and school tracking, used to monitor progress and achievements. and school tracking.</li> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Book scrutinies.</li> <li>• Access to the curriculum, staff to adapt provision and resources as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Children and Parents involved in setting Range 2 targets.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements. and school tracking.</li> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Book scrutinies.</li> <li>• Access to the curriculum, staff to adapt provision and resources as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Learner shadowing – to support provision and learning in the classroom.</li> <li>• Book scrutinies.</li> <li>• Provision mapping, plan and organise specific interventions to meet the needs of the child.</li> <li>• Intervention monitoring/observations.</li> <li>• Range 3 Learning Journal.</li> <li>• Children and Parents involved in setting Range 3 targets. These will be reviewed regularly with parents.</li> <li>•</li> </ul>
Provision and resources	<ul style="list-style-type: none"> <li>• Additional support (teacher and TA) given and booster groups arranged (e.g. in the afternoon/during registration).</li> <li>• Support to promote social skills and interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher (along with support from the SEN team if needed) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA).</li> <li>• Observations from the SENCo can be requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting held with parents, child, teacher and member of SEN team. SEN team to help identify which external agencies could be involved to help assess child’s specific needs</li> <li>• SEN team to provision map additional, specialist interventions to help meet the child’s needs.</li> <li>• Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress.</li> <li>• Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEN Team). This could focus on social skills and self-esteem.</li> <li>• Oral instructions alongside any visual resources used as much as possible.</li> <li>• Visualiser (Acrobat) and lighting to be used if necessary.</li> </ul>

Appendix 1

			<ul style="list-style-type: none"> <li>• IPAD/Kindle to support reading</li> <li>• Caseloads taken on by the Vision Impairment Team at Education Bradford.</li> </ul>
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Guidance for Children and Young People with Multi-sensory Impairment.			
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	Range 1 Quality first teaching	Range 2 - Quality first teaching - Additional teaching/intervention support	Range 3 - Quality first teaching - Additional teaching/intervention support - External agency involvement
Teaching and learning	<p>See VI and HI guidance.</p> <p>Teacher to establish whether it is learning need or vision/hearing need.</p>	<p>See VI and HI guidance.</p>	<ul style="list-style-type: none"> <li>• Advice from external agencies received and implemented in class/interventions.</li> <li>• Identified needs and gaps planned for in medium and short term planning.</li> <li>• Significant modification to curriculum. Curriculum and materials adapted as necessary for full inclusion.</li> </ul>
Targets and Monitoring	<ul style="list-style-type: none"> <li>• Parents are consulted if there are any concerns. Progress regularly assessed and planning adapted accordingly.</li> <li>• Children involved in setting next steps.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements. and school tracking.</li> <li>• Learning walks</li> <li>• Pupil progress meetings</li> <li>• Book scrutinies</li> </ul>	<ul style="list-style-type: none"> <li>• Child discussed at Pupil Progress meetings. Progress monitored. SEN team to advise on additional interventions in class if necessary.</li> <li>• Children and Parents involved in setting Range 2 targets.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements. and school tracking.</li> <li>• Learning walks.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress monitored and teacher/SEN Team/child and child’s parents/carers informed.</li> <li>• Achievement data and school tracking, used to monitor progress and achievements.</li> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Learner shadowing – to support provision and learning in the classroom.</li> <li>• Book scrutinies.</li> </ul>



## Appendix 1

		<ul style="list-style-type: none"> <li>• Pupil progress meetings.</li> <li>• Book scrutinies.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision mapping, plan and organise specific interventions to meet the needs of the child.</li> <li>• Intervention monitoring/observations.</li> <li>• Range 3 Learning Journal.</li> <li>• Children and Parents involved in setting Range 3 targets. These will be reviewed regularly with parents.</li> </ul>
Provision and resources	<ul style="list-style-type: none"> <li>• Additional support (teacher and TA) given and booster groups arranged (e.g. in the afternoon/during registration).</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher (along with support from the SEN team if needed) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA).</li> <li>• Observations from the SENCo can be requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting held with parents, child, teacher and member of SEN team. SEN team to help identify which external agencies could be involved to help assess child's specific needs. Visual and hearing assessments. Functional sensory assessment.</li> <li>• SEN team to provision map additional, specialist interventions to help meet the child's needs.</li> <li>• Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEN Team). This could focus on social skills and self-esteem.</li> <li>• Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress.</li> <li>• Significant modification to learning materials.</li> </ul>

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Guidance for Children and Young People with Physical Medical Needs.

	Range 1 Quality first teaching	Range 2 - Quality first teaching - Additional teaching/intervention support	Range 3 - Quality first teaching - Additional teaching/intervention support - External agency involvement
Teaching and learning	<ul style="list-style-type: none"> <li>Identified needs and gaps planned for in medium and short term planning.</li> <li>Planning resources to take into account individual needs.</li> <li>Difficulty and needs discussed with parents.</li> <li>Discussion with pupil about what they find difficult and what would help them.</li> <li>Flexible approach to activities to ensure inclusion.</li> <li>Observations and assessments made of gross and fine motor skills.</li> <li>Opportunities to work on gross/fine motor skills in a small group.</li> </ul>	<ul style="list-style-type: none"> <li>Identified needs and gaps planned for in medium and short term planning.</li> <li>Planning resources to take into account individual needs.</li> <li>Differentiated P.E. planning. Additional adult support may be needed.</li> <li>Specific support for gross and fine motor skills development</li> <li>Specific group work/intervention based on gross or fine motor skills.</li> <li>Small group work to boost self-esteem if required.</li> </ul>	<ul style="list-style-type: none"> <li>Advice from external agencies received and implemented in class/interventions.</li> <li>Identified needs and gaps planned for in medium and short term planning.</li> <li>Modified PE/outdoor play curriculum is likely to be needed (advice from SEN team and outside agencies).</li> <li>Planning resources to take into account individual needs.</li> <li>Specific support for gross and fine motor skills development. Some of these activities may have to take place outside of the classroom.</li> <li>Small group work to boost self-esteem if required</li> <li>Differentiated P.E. planning with additional support from an adult. Planning to include time for pupils to work on their targets.</li> <li>Risk assessments may be needed to ensure pupil can move safely throughout school.</li> </ul>
Targets and Monitoring	<ul style="list-style-type: none"> <li>Parents are consulted if there are any concerns. Progress regularly assessed and planning adapted accordingly.</li> <li>Children involved in setting next steps.</li> <li>Achievement data and school tracking, used to monitor progress</li> </ul>	<ul style="list-style-type: none"> <li>Child discussed at Pupil Progress meetings. Progress monitored. SEN team to advise on additional interventions in class if necessary.</li> <li>Children and Parents involved in setting Range 2 targets.</li> <li>Achievement data and school tracking, used to monitor progress</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitored and teacher/SEN Team/child and child's parents/carers informed.</li> <li>Achievement data and school tracking, used to monitor progress and achievements. and school tracking.</li> <li>Learning walks.</li> <li>Pupil progress meetings.</li> </ul>

Appendix 1

	<p>and achievements. and school tracking.</p> <ul style="list-style-type: none"> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Book scrutinies.</li> <li>• Foundation Stage, assessment for ages and stages.</li> </ul>	<p>and achievements. and school tracking.</p> <ul style="list-style-type: none"> <li>• Learning walks.</li> <li>• Pupil progress meetings.</li> <li>• Book scrutinies.</li> <li>• Progress and access to the curriculum to be closely monitored by the SEN team</li> </ul>	<ul style="list-style-type: none"> <li>• Learner shadowing – to support provision and learning in the classroom.</li> <li>• Book scrutinies.</li> <li>• Provision mapping, plan and organise specific interventions to meet the needs of the child.</li> <li>• Intervention monitoring/observations.</li> <li>• Range 3 Learning Journal.</li> <li>• Children and Parents involved in setting Range 3 targets. These will be reviewed regularly with parents.</li> </ul>
<p>Provision and resources</p> <p>See appendix 1 for full list of interventions available)</p>	<ul style="list-style-type: none"> <li>• Additional support (teacher and TA) given to work on motor skills activities</li> <li>• Support to promote motor skills development, both gross and fine</li> <li>• Consider equipment that may support learning, i.e., pencil grips, fibre point pens etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher (along with support from the SEN team if needed) to plan additional short-term precisely targeted interventions (led by the Teacher and/or TA).</li> <li>• Specialist seating, and or equipment, as required, with advice from Occupational Therapy and/or the physical difficulties team.</li> <li>• Observations from the SENCo can be requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting held with parents, child, teacher and member of SEN team. SEN team to help identify which external agencies could be involved to help assess child’s specific needs</li> <li>• SEN team to provision map additional, specialist interventions to help meet the child’s needs.</li> <li>• Opportunities for targeted small group/1:1 work still planned for and provided in class (with advice from SEN Team).</li> <li>• Meetings held with external agencies and parents (as needed) to discuss child and monitor provision and progress.</li> <li>• Specialist seating, and or equipment, as required, with advice from Occupational Therapy and/or the physical difficulties team.</li> <li>• Flexible use of classroom support to ensure that the pupil is fully accessing the curriculum and making progress.</li> <li>• Training and advice given as required.</li> </ul> <p><u>Staff training/interventions provided:</u></p>

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			<ul style="list-style-type: none"> <li>- Write from the Start.</li> <li>- 12 wk motor skills program.</li> <li>- Additional member of staff to support with trips, swimming, PE and as required.</li> </ul>
<ul style="list-style-type: none"> <li>• Wheelchair access on both sites.</li> <li>• Toilet facilities at both sites for disabled pupils and adults.</li> <li>• School will liaise with other external agencies if other facilities/equipment is required.</li> </ul>			

### SEN TEAM

Sadie Cordingley  
Assistant Head for vulnerable pupils  
01274 770270

Sarah Buckle  
SENCo  
01274 723255/770270

Jo Beckett  
SEN Team support  
01274 770270

Laura Breslin  
SEN Lead Practitioner  
01274 770270

### Specialist trained staff:

All children in school of concern or otherwise can have access to the named staff below at any point needed during the year.

- Tessa Fox. Educational Psychologist, paid for by school, one day a week.
- Nichola Warin. Speech and language therapist, paid for by school, one day a week.
- Sarah Buckle (SENCo). SENCo Award, Reading specialist. Training in a range of areas, Dyslexia, Autism, Vision Impairment, Positive eye training, Social skills and self-esteem, BESD, Speech and language difficulties (including stammering training).
- Sadie Cordingley (Assistant Head for Vulnerable Pupils). Regular SEN meetings and training in Bd5 cluster and the local authority in Bradford.
- Jo Becket: Specialist SEN teacher, Dyslexic Specialist.
- Laura Breslin: Outstanding teacher and lead practitioner for Vulnerable Pupils
- Maria Hotham (Level 3 Teaching Assistant). Specialist Elkan training (speech and language).

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- Harbans Gill. Specialist Every Child a Counter Teacher.
- Nikki Wright. Parental Involvement Worker.
- Fran Andrews (Reading specialist, catch up reading, Beat Dyslexia, Dyslexic screening training, qualified Irlen's screener).
- Amanda Jeffs : Level 3 HLTA specialising in SEN teaching of range 2 and 3 pupils.
- Vicky Conway, Amanda Braithwaite, Maureen Singh, Jeanette Fowly: Learning Mentors for emotional, behaviour and social welfare, specialising in Mental Health.
- A range of experienced one to one SEN teaching assistants.

For further information on Range Descriptors for each need see <https://bso.bradford.gov.uk/Schools/Home.aspx> SEN guidance.

Updated November 2017

Appendix 1

Type of Special Need	Interventions Available
<p>Autistic Spectrum and Communication and Interaction (ASCI)</p>	<ul style="list-style-type: none"> <li>• Social Stories to help their understanding of: personal care, other people’s feelings, preparing for change, self-esteem, planning skills.</li> <li>• Talking Boxes (boxes of resources to engage talk)</li> <li>• Socially speaking: self-esteem, listening skills and expressive language</li> <li>• Time to talk: eye contact, taking turns, sharing, greetings, feelings, giving instructions, listening and attention and playing skills.</li> <li>• 101 Games for Social Skills (new book of resources)</li> <li>• The 50 best games for S&amp; L (Chapters: Oral and finger motor skills, sentences construction, games for development concepts, listening games, practising problem sounds)</li> <li>• Language Thinkers</li> <li>• Black level questions</li> <li>• Story sacks</li> <li>• SALT games</li> <li>• Mirror play</li> </ul> <p>Maria Hotham S&amp;L TA as well as one to one TA’s</p>
<p>Speaking Listening, Communication and Interaction (SLCI)</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> <li>• Twinkl resources for S&amp;L</li> </ul> <p>Black sheep Narrative therapy (nursery and reception level)- tell a story, sequence of events with precision and clarity.</p> <p>Maria Hotham S&amp;L TA as well as one to one TA’s</p> <ul style="list-style-type: none"> <li>•</li> </ul>

## Appendix 1

<p>Cognition and Learning (C&amp;L)</p>	<ul style="list-style-type: none"> <li>• Precision teaching</li> <li>• 5 minute box (English and Maths)- multi sensory to develop early teaching of Maths and English</li> <li>• Numicon</li> <li>• Catch up reading</li> <li>• Variety of phonics programmes (+ individual reading)</li> <li>• Working memory Activities</li> <li>• Clicker</li> <li>• Models and Images</li> <li>• Pre-teaching</li> <li>• VP Reading Sequence of Learning</li> <li>• Scaffolding writing (see guidance)</li> </ul> <p>Fran Andrews-Reading Harbans Gill-Every Child a Counter</p>
<p>Specific Learning Difficulty (SLD)</p>	<p>See external agencies advice depending on the need.</p> <p>Dyslexia: Beat dyslexia and toe by toe Down Syndrome (see and learn but this can be used for any pupil)</p> <p>Fran Andrews-Dyslexic and Irlens' screening and interventions Jo B Oversees Dyslexic and Irlen's screening</p>
<p>Emotional, Social and Behaviour Difficulties (ESBD)</p>	<ul style="list-style-type: none"> <li>• Mentors</li> <li>• SALT Interventions</li> <li>• Sheila Nurturing intervention at US</li> <li>• Counselling and Mental Health</li> </ul>
<p>Hearing Impairment (HI) Visual Impairment (VI)</p>	<p>Medical professionals Coloured books for VI</p>

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<p>Physical and Medical Difficulty (PM)</p>	<p>Medical professionals to advice on specialist equipment Motor skills Fine and Gross- motor skills specific</p>
<p>Multi-Sensory</p>	<p>Sensory room Motor skills Fine and Gross</p>