

# Brookland Federation

*'Brookland Junior School'*

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## Special Educational Needs & Disabilities (SEND) Information Report



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<b>Written by:</b> Courtney Clark	
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## Introduction

Dear Parents and Carers,

Welcome to our SEND Information Report.

All Hertfordshire Local Authority maintained schools are supported to be as inclusive as possible, with the needs of children with Special Educational Needs and Disability (SEND) being met wherever possible through reasonable adjustments to learning and teaching arrangements.

Government Legislation requires schools to publish a report called the SEND Information Report. This report provides you with information regarding the provision that Brookland Junior School makes to meet the needs of SEND children. This has been written taking into account Regulation 51, schedule 1 of the SEND Regulations 2014.

This report is based on key questions asked by parents of children with SEND in Hertfordshire and complies with the SEN Code of Practice 2014. It will be reviewed each year and is supported by the school's SEND Policy, Accessibility Plan, Behaviour Policy, Supporting Pupils with Medical Conditions Policy, Attendance Policy, Safeguarding / Child Protection Policy, Complaints Policy, Admissions Policy and Hertfordshire's Local Offer, all of which can be found on the school's website under Statutory Policies. Additionally, direct links for these policies can be found within this report and at the end of our SEND policy.

If you have any questions or suggestions on the information recorded in the SEN Information Report, please do not hesitate to share these with the SENDCo. Her name and details are as follows:

Miss C Clark - [senco@brooklandjm.herts.sch.uk](mailto:senco@brooklandjm.herts.sch.uk)

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

## How does the school know if the children/ young people need extra help?

At Brookland Junior School, on-going planning, observation and assessment takes place in the classroom, and the progress of each child is tracked regularly. If a child's progress or development is a concern, the provision for this child is adjusted according to their specific needs. This may entail:

- Work set to suit the ability and challenge next steps
- Providing reinforcement of previous learning
- Allowing further opportunities to develop basic concepts and new vocabulary
- Providing additional small group work, or in some occasions individual support
- Meetings/discussions with the previous school
- Meeting with parent to discuss concerns and get their views

If your child is further identified as needing additional support, the class teacher will meet with the Special Educational Needs and Disabilities Coordinator (SENDCo) to discuss the next steps. These may include:

- Planning any additional support your child may need

- Strategies to enable independence and progression
- Considering making referrals to outside professionals, if necessary e.g. Educational Psychologist, Speech and Language Therapist

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

Throughout this time we also wish to discuss concerns with you, as parents and carers, so that we can work in partnership to provide the best possible support. These meetings will mainly occur outside of parents evening meetings as they usually require a longer conversation. We encourage you to make contact with the school if you have concerns about your child. In the first instance, contact should be made with the class teacher to discuss concerns.

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

Opportunities are provided twice a year at Parent Consultations to discuss your child's progress, however the school operates an open door policy where you are welcome to speak to your child's class teacher at any time during the academic year. Please arrange a mutually convenient time to do so.

#### **1. Tell us about your concerns**

If you think your child might have SEN, the first person you should tell is your child's teacher. They will pass the message on to our SENCO, Miss C Clark, who will be in touch to discuss your concerns. You can also contact the SENCO directly on [senco@brooklandjm.herts.sch.uk](mailto:senco@brooklandjm.herts.sch.uk)

#### **2. We will invite you to a meeting to discuss your concerns**

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together, we will decide what outcomes to seek for your child and agree on next steps.

Prior to this meeting, we will talk to your child about how they are finding their school experience. The questions asked focus on how the child views themselves a learner, their friends and their time at school. We aim to capture their views on what they feel works well and what does not work so well so that this can be considered when planning for next steps. We will make a note of what's been discussed and add this to a document we call 'Assess, Plan, Do, Review'. We will then add to this document throughout the meeting, ensuring your views are captured. You will be given a copy of this document prior to leaving the meeting.

#### **3. We will decide whether your child needs SEN support**

After implementing the next steps agreed in our initial meeting for 6-8 weeks, we will invite you in for another meeting to discuss progress made. If we decide that insufficient progress has been made after this targeted support, we may decide that your child needs SEND support. If this is the case, we will formally notify you in writing and your child will be added to the school's SEND register.

*For further clarification on how SEND is identified at Brookland Junior School, please see below our SEND Identification Flow Chart, which can also be found on the school's website and in **Appendix 1**.*

## How will the school support my child?

At Brookland Junior School we aim to ensure that all children, regardless of their specific needs, make the best possible progress in school. This includes the rightful access to classroom based studies and physical activities. In order to meet the needs of all pupils the allocation of provision follows a waved approach. A child may move between the levels of support, depending on their individual need.

### **Wave One- Universal Provision (High Quality Teaching)**

The class teacher provides high quality education on a daily basis for all children which includes adapting and differentiating the curriculum to meet the needs of all pupils. This may involve using practical equipment, writing frames and additional in-class support by the teacher or teaching assistants in class. Some pupils may require more personalised adaptations through individualised visual timetables or equipment to support concentration.

### **Wave Two- Targeted Provision (Monitoring)**

For some children, if their needs relate to a more specific area of learning then an intervention will be put in place to further support the child's learning and their progress will be closely monitored by the class teacher and SENDCo. The intervention may take place as small group work or on an individual basis, led by a teacher or a teaching assistant (TA). The length of time the intervention is run for, varies according to need but will be monitored frequently. Interventions will be reviewed regularly through pupil progress meetings to establish the effectiveness of the provision and to inform future planning.

### **Wave Two- Targeted Provision (SEND Support)**

If a pupil has greater needs, this may result in them being identified as requiring SEND support (K). In partnership with the parents/carers, individual targets will be identified and additional support will be put in place to help towards achieving the targets set. For some children, the school would seek, with your permission, to refer for specialist involvement from external agencies. These specialists can help to advise on effective support, interventions, specialist equipment and strategies to enable your child to make adequate progress. There will also be an 'Assess, Plan, Do, Review' cycle for your child with personal targets.

### **Wave Three- Specialist Provision (Education, health and care (EHC) plan)**

If a pupil's needs are more complex, a formal assessment for an Education, Health and Care (EHC) Plan may be undertaken. This is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention. Your child will also have been identified by professionals as needing a particularly high level of individual or small-group teaching. This is a legal process which may result in an individualised EHC Plan being created which will outline the support your child will receive and what strategies will be put in place. This will then be reviewed annually.

*For more information on the support that is available in line with our waved approach, please see **Appendix 2** 'Wave of Support'.*

There are many different roles of school staff and each supports children with SEND in the school in a different way:

The **Special Educational Needs & Disabilities Coordinator (SENDCo)** at our school is:  
Miss C Clark

She will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The **Class Teacher** is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants and/or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching

- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

**Teaching Assistants and Learning Support Assistants** are responsible for:

- Working under the direction of the class teacher, to support pupils to make progress and achieve independence. This may be done through:
  - In class support
  - Small Group interventions
  - 1:1 work

The **Head Teacher** will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The **SEND Governor** is responsible for:

The SEND Governor at our school is: Miss C Curry

She will:

- Make sure that the school has an up to date SEND Policy.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Make sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Help to raise awareness of SEND issues at governing board meetings

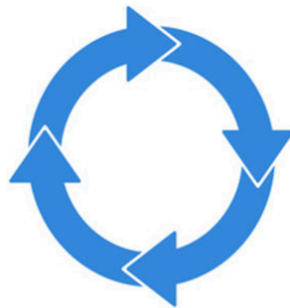
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

### How will I know how my child is doing?

We follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a four-part cycle of assess, plan, do, review.

#### **Review**

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.



#### **Do**

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

#### **Assess**

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

#### **Plan**

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

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

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

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

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

We support and involve parents in their child's learning both formally and informally. This includes:

- Parent Consultation meetings
- Annual Reports
- Regular meetings through Families First Assessment plan if in place
- Annual Review of progress for children with an EHC Plan (Education Health Care Plan)

- Arranged meetings with Class Teacher, SENDCo and/or external professionals, to discuss your child's progress and identify next steps together. If your child is on the special educational needs register then a personal profile and support plan will be discussed.
- Standard Assessment Tests (SATs) at the end of Key Stage 2
- School events e.g. Class assemblies, sports day
- Open door policy which provides you with the opportunity for discussions with your child's teacher
- Through supporting your child with weekly homework and regular reading you will gain a good understanding of the progress they are making

Additional appointments can be made with your child's class teacher or the SENDCo by contacting the class teacher directly using the class email '[classname@brooklandjm.herts.sch.uk](mailto:classname@brooklandjm.herts.sch.uk)', school office on 01992 624487, [admin@brooklandjm.herts.sch.uk](mailto:admin@brooklandjm.herts.sch.uk) or [senco@brooklandjm.herts.sch.uk](mailto:senco@brooklandjm.herts.sch.uk)

### [How will the school's approach to teaching and learning be matched to my child's needs?](#)

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

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

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

These adaptations include but are not limited to:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

*For more information on the support that is available in line with our waded approach, please see **Appendix 2** 'Wave of Support'.*

### [What support will there be for my child's overall wellbeing?](#)

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and being uncommunicative.

Part of our ethos is to promote the idea that all members of the school's community support each other. All staff aim to support the well-being and development of children through curriculum activities and there are regular opportunities to develop this further through

assemblies and school events. Across each year group there are teaching assistants and some classes have a Learning Support Assistant. This gives the children a number of adults to turn to. Key staff are trained in Paediatric First Aid and the whole staff are trained in basic first aid.

For those children who do require further support to progress in their emotional and social development, there are a number of arrangements that can be put in place. Class teachers provide pastoral support for all children in their class, alongside the class teaching assistant. Some members of staff have been trained to deliver Emotional Literacy, Socially Speaking, Protective Behaviours, Language Adventurers, Brick Masters and problem solving sessions. These sessions are either one-to-one or in small groups. They help pupils to understand their emotions and feelings and encourage problem solving related to daily life situations. Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as a school counsellor, Child and Adolescent Mental Health Services (CAMHS) or the school nurse. The key point to note is that the school wishes to work in partnership with both the pupil and the parent/carer.

### **What training have the staff, supporting children with young people with SEND, had or are having?**

All staff have access to on-going training to support their own professional development. The school provides training and support to improve the teaching and learning of children, including those with SEND. All teaching and support staff have regular training on areas of SEND, such as speech and language difficulties, specific learning difficulties and supporting pupils with social and emotional needs.

Individual teachers and support staff have access to training from outside specialist agencies that are relevant to the needs of specific children they are working with. The SENDCo is a qualified teacher, who achieved the National Award in Special Educational Needs Co-Ordination in August 2024. She attends regular SEND cluster meetings to ensure she is up to date with changes in SEND.

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

Brookland Junior School seek to support pupils by accessing a variety of external agencies. If required, these include:

#### **Local Authority Provision**

- Educational Psychology Service
- Hearing Impaired Advisory Service
- Speech, Language, Communication and Autism Team
- Involvement of Advisory Teachers for Sensory and Physical Impairments
- Outreach services for behaviour and specific learning difficulties
- Outreach from special provision schools
- Behaviour and Attendance Team
- Cheshunt Extended Services (CHEXS)
- Education Support Centre
- Integration Team
- Schools' Counselling Service
- DSPL 4 funded support

## Health Provision

- Speech and Language Therapy (SALT)
- Child and Mental Health Service (CAMHS)
- School Nursing Team
- Occupational Health
- Physiotherapy
- Play Therapy
- GPs or paediatricians

## How will you help me to support my child's learning?

- Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need.
- You are encouraged to read with your child on a daily basis and support them with their homework.
- You will meet with your child's class teacher 3 times a year to discuss what has gone well, what needs improving and the provision that is in place.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have. You may also be able to discuss what is working well at home and school, so that similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns you may have.
- The child's reading record may be used to support communication with you if it would be useful for you and your child.

## How does the school enable constructive partnership working with families?

When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account. We feel it is vital to have parents/carers at all formal meetings arranged so discussions about their child's learning and next steps can take place.

Discussions may take place through:

- Informal meetings and discussions between staff, you and your child
- When your child enters year 3 you will be asked to complete a pupil passport with your child. This will be used to aid transition.
- Formal meetings arranged between staff, you and your child
- Parent Consultation meetings
- Review meetings, which include external professionals where appropriate
- Pupil and parent questionnaires
- Learning conferences with pupils
- Discussions and planning for assess, plan, do, review cycles.

The SENCO may also attend these meetings/discussions to provide extra support.

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

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

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

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

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

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

To see what support is available to you locally, have a look at [Hertfordshire's Local Offer](#). Information about this and other services that are available can be found on:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

The link to our local special educational needs and disabilities information, advice and support (SENDIAS) service can be found here: <https://www.hertssendiass.org.uk/home.aspx>

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

- [Cheshunt Extended Services \(CHEXs\)](#)
- [SPACE](#)
- [ADD-vance](#)

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

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

### **[How will my child be included in activities outside the classroom, including school trips?](#)**

All children at Brookland Junior School have the opportunity to be included in all activities. Some children may require support to undertake a particular activity, but this is carefully planned for, with appropriate provision and reasonable adjustments made where necessary. Some pupils may find physical activity a challenge, so the school will adapt resources and the environment to facilitate full participation.

A range of after school clubs are made available to all children. School trips are planned to ensure that all children remain safe and are included in activities. Where necessary, those children requiring specific support on external trips are supported by familiar staff members or in some instances parents/carers may be asked to accompany their child.

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

Please read the school's Equalities Policy and Action plan in connection with this policy. This can be found on the school website.

### How accessible is the school environment?

All Hertfordshire schools comply with the Equality Act 2010. We have accessible doors and pathways throughout the school. Our classrooms and corridors are spacious. In some of the classrooms we have a sound field system. The school is on one level and wherever possible the environment is adapted to meet the needs of all the school's visitors. The school also has two accessible toilet facilities.

*Please see our Accessibility Plan for further information.*

### Who can I contact for further information?

- Class teacher - '[classname](mailto:classname@brooklandjm.herts.sch.uk)'@brooklandjm.herts.sch.uk
- SENDCo – Miss C Clark [senco@brooklandjm.herts.sch.uk](mailto:senco@brooklandjm.herts.sch.uk)
- Head of School- Mr A Pugh
- Executive Headteacher – Mrs M Barton
- SEND Governor – Mrs C Curry

School contact telephone number: 01992 624487

School contact email address: [admin@brooklandjm.herts.sch.uk](mailto:admin@brooklandjm.herts.sch.uk)

### How will the school prepare and support my child to join the school, or transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND. Strong links exist between our school and local secondary schools as well as our Infant School and we take steps to ensure that any transition is as smooth as possible.

#### **If your child is joining us from another school:**

- The SENDCo will speak to the previous school's SENDCo
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.
- The SENDCo arranges an annual meeting between our staff and that of Brookland Infants to discuss the needs of the pupils joining from year 2.

#### **If your child is moving to another school:**

- We will contact the school SENDCo and ensure they know about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- Transition books can be made to support the move.

### **How are the school's resources allocated and matched to children's special educational needs?**

- The annual school budget, received from Hertfordshire LA, includes money for supporting children with SEND.
- The Headteacher decides on the budget for SEND, in consultation with school governors, on the basis of needs in the school. The money is then used to provide additional support or resources dependent on individual needs.
- Additional support and allocation of resources are reviewed regularly. Changes may be made so that the needs of children are met and resources are deployed as effectively as possible.
- Local High Needs Funding may be applied for in order to support the needs of individual pupils and specific groups of children. A panel from the Local Authority decides whether or not the case is exceptional.
- Higher Needs Funding formula (HNF) levels pupils with an Education Health and Care Plan and provides funding based on calculations.

### **How are decisions made about the range of support my child will receive?**

When deciding how much support a child receives, the needs of the individual pupil are assessed and the parents/carers, teaching and support staff, and relevant external agencies views are taken into consideration. The level of support is then allocated following this and will be constantly reviewed in order to identify when and where changes in support may be needed.

### **Where can I find out about the local authority's Local Offer of services and provision for children and young people with SEND?**

Hertfordshire will produce a [Local Offer](#). Information about this and other services that are available can be found on:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

Hertfordshire's local offer can also be found on our school website.

### **What should I do if I have a complaint about my child's SEND support?**

If a parent/carer wishes to make a complaint about the special educational provision made for their child, they should first raise their concerns informally by contacting the SENDCo via the school office or emailing directly. A meeting will then be held to discuss the nature of the complaint. This will be recorded in writing, as will agreed action. A review date should be set.

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

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

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how

to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter or email to the Headteacher.

## Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **Child and Adolescent Mental Health Services (CAMHS)** – part of the health service. Supports pupils with specific health issues. Referrals made through GP or school nurse.
- **Code of Practice**- National document written by the Department for Education outlining the support that should be offered to individuals.
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan – Education Health and Care Plan** – replaces previous statement of Special Educational Needs. These are for only a small number of pupils with complex needs.
- **Emotional Literacy** – a small group intervention supporting pupils with development of emotional literacy skills and specifically the development of an emotional vocabulary for example: happiness, empathy, tolerance, resilience and motivation.
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

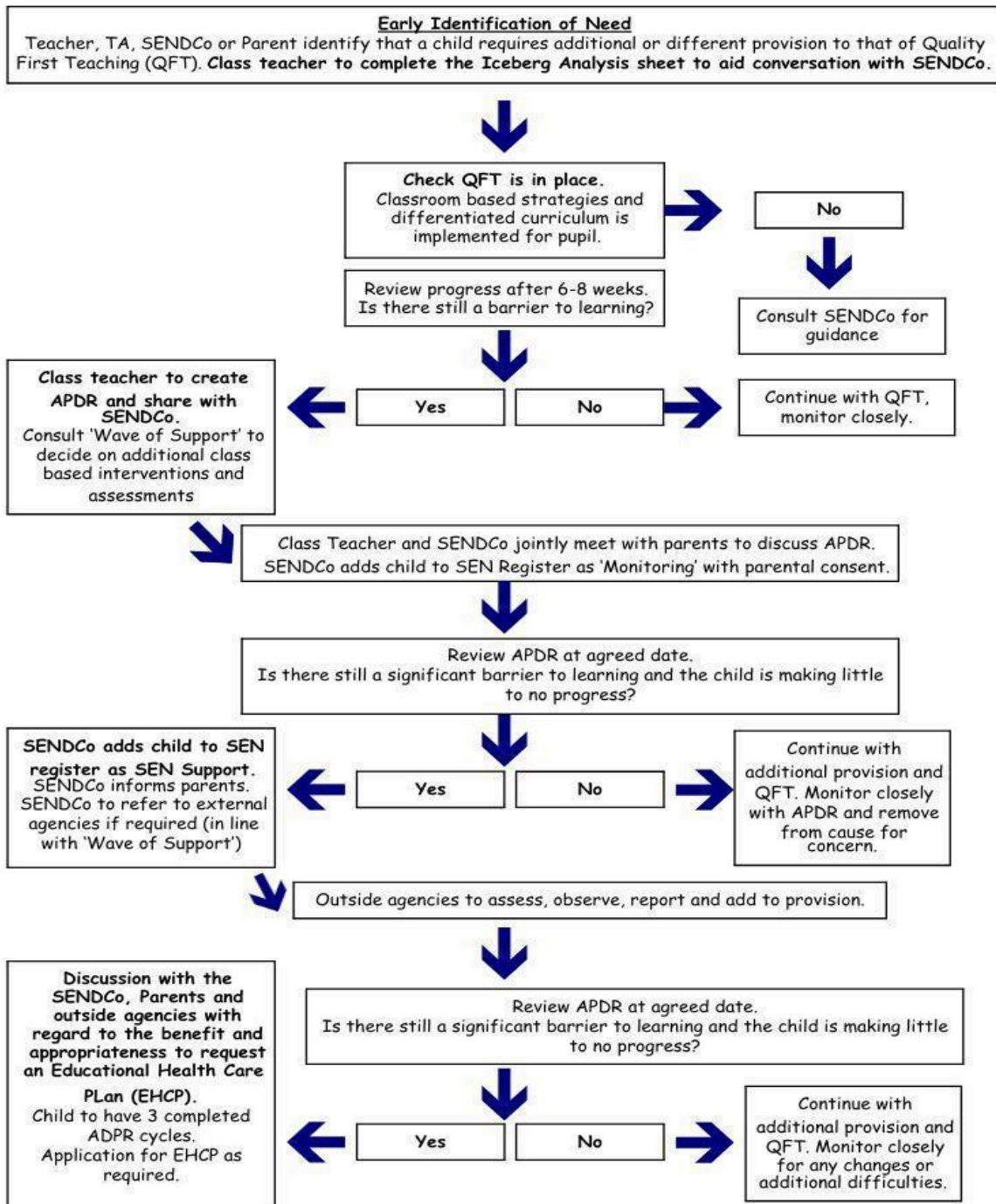
- **Intervention** – a short term piece of work to meet the needs of pupils and accelerate learning.
- **Learning conferences** – pupils meet termly with their class teacher to discuss targets, what has gone well and future targets.
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SEND – Special Educational Needs and Disability** – pupils who despite intervention do not make expected progress or need more than reasonable adjustments to learning and teaching arrangements
- **SEND cluster meetings**- local Special Educational Needs Co-ordinators meet to discuss provision in the area.
- **SENDCo – Special Educational Needs & Disabilities Co-ordinator** – supports pupils, parents and staff in maximising progress and overall well being of pupils. Liaises with external support agencies.
- **Socially Speaking Group** – small group to support pupils with social and communication needs.
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

## Appendices

### Appendix 1- SEND Early Identification Flowchart



**Brookland Junior School**  
**SEND Identification Flow Chart**



# Brookland Federation

*'Brookland Junior School'*

Appendix 2 - Wave of Support



**Brookland Junior School**  
**Wave of Support**

Area of Need	Wave 1- Universal Support	Wave 2- Targeted Support	Wave 3- Specialist Support
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>● Access to high quality teaching</li> <li>● Differentiated curriculum planning (work set to the ability and challenge next steps)</li> <li>● Small group work</li> <li>● Broad and balanced curriculum</li> <li>● Mini plenaries and misconceptions/understanding picked up on quickly throughout lesson</li> <li>● Reinforcement of previous learning</li> <li>● Clear definitions of new words</li> <li>● Further opportunities provided to develop basic concepts and new vocabulary</li> <li>● Homework- differentiated as and where necessary</li> <li>● Age appropriate reading materials, reflective of interests</li> <li>● Children's contributions valued</li> </ul>	<ul style="list-style-type: none"> <li>● Access to ICT equipment to help with recording of ideas</li> <li>● Widgeit InPrint visuals used to support comprehension</li> <li>● Daily 1:1 reading</li> <li>● Story sacks, which can be shared with home, to encourage a learning link</li> <li>● Writing frames</li> <li>● Coloured overlays</li> <li>● Consideration and adaptations to the colours of the background and text on the interactive whiteboard screen</li> <li>● Enlarged text with double spacing</li> <li>● Additional thinking time offered</li> <li>● Handwriting adjustments and support (pencil grips, writing slopes, different shaped pens/pencils)</li> <li>● Label and Write approach prior to writing</li> </ul>	<ul style="list-style-type: none"> <li>● Middleton outreach referral</li> <li>● Referral to Cognition and Learning Team</li> <li>● Application for Local High Needs Funding (LHNF)</li> <li>● Application made for an Education, Health and Care Plan</li> </ul>

	<ul style="list-style-type: none"> <li>• Clear consistent rules and routines</li> <li>• Positive trusting professional relationships with child and parents</li> <li>• Chunked learning into smaller parts</li> <li>• Access to indoor and outdoor learning</li> <li>• Access to off-site/ community learning</li> <li>• Clear and concise working walls</li> <li>• Effective use of jottings and diary use taught</li> <li>• Concrete resources available in maths, in line with the CPA approach</li> <li>• ‘Catch up’ sessions every day in the afternoon, addressing misconceptions</li> <li>• Active and live marking which is prompt and meaningful</li> <li>• Opportunities for extra-curricular activities</li> <li>• Limited movement between instructions and beginning the task so that the pupils can begin work immediately. Pupils sit at their table with resources ready during the lesson introduction to limit the interruption of moving.</li> <li>• Audio-book exposure</li> <li>• Retention supported through explicit modelling and demonstration, following the ‘I do, we do, you do’ approach</li> <li>• Praise for effort as well as accuracy and outcome</li> <li>• Visual timetable</li> </ul>	<ul style="list-style-type: none"> <li>• Daily handwriting intervention</li> <li>• A scribe to write down what the child is saying, to model a purpose for writing.</li> <li>• The Word Wasp intervention</li> <li>• Topics personalised to those of interest</li> <li>• Phonics intervention</li> <li>• Maths intervention focusing on core skills, such as number bonds and times tables</li> <li>• Opportunities for regular overlearning and consolidation</li> <li>• Pre-teaching</li> <li>• Mind maps to support working memory</li> <li>• Multi-sensory activities in key skills to reinforce learning</li> <li>• Timers used to support time on task</li> <li>• ‘Park It’ system. The pupil can record (draw and/or write) their ideas on post it notes and ‘park’ them for later. These can be reviewed with an adult at an appropriate time</li> <li>• Assess-plan-do-review cycle with termly review meetings with parents, in addition to parents’ evening</li> <li>• Limited copying- the pupils are their own table top copy to highlight/interact with</li> <li>• Equipment checklists</li> <li>• Colourful semantics</li> </ul>	
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	<ul style="list-style-type: none"> <li>● Steps to success</li> <li>● Independence is encouraged by asking the pupils to make checklists</li> <li>● In-school observations</li> <li>● Pupil voice tools</li> <li>● Challenge tasks with scaffolding</li> <li>● Extension through reasoning</li> <li>● Depth tasks rather than quantity</li> <li>● Termly assessments and pupil progress meetings to monitor progress made</li> <li>● Termly data information to parents in the form of parents evenings and reports</li> <li>● Phoneme frames with magnetic letters to allow the pupil to test letter/sound order before committing in a written format to paper</li> <li>● Range of dictionaries and thesauruses readily available</li> <li>● TAs planned for at all times throughout lessons and used to support development of understanding, resilience and independence</li> <li>● Peer feedback and a peer buddy to check work with.</li> <li>● Attendance regularly monitored</li> <li>● Same-day activities/interventions to address misconceptions to ensure pupils can keep up with the curriculum rather than just catching up.</li> <li>● Regular staff CPD opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Finger gym/ fine motor skills intervention</li> <li>● Movement breaks</li> <li>● Visual structure for all learning task using trays, boxes or baskets.</li> <li>● Special Needs Assessment Profiling (SNAP)- Rising Stars</li> <li>● SpLD Base Assessments completed</li> <li>● Reading pens</li> <li>● Clicker</li> <li>● Sound buttons- used for pupils to record their own ideas to play back as required or for recorded instructions</li> <li>● Dictation</li> <li>● Immersive reader</li> <li>● Alphabet strips and/or number strips on the desk for the pupils to check against. The alphabet strip contains supportive pictures for the pupil to check against with colour coded vowels and consonants. The number line contains pictorial representations of each digit to aid conceptual understanding.</li> <li>● Use of Jigs to break steps of transitions down into small achievable sections</li> <li>● Exploration through the alphabetic arc</li> <li>● Spelling choice cards as a table top resource. Supporting visuals included to aid correct selections.</li> <li>● Regular typing/ touch-typing practice</li> </ul>	
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		<ul style="list-style-type: none"> <li>• School and parent structured communication logs</li> </ul>	
<p><b>Communication and Interaction</b></p>	<ul style="list-style-type: none"> <li>• All behaviour seen as communication &amp; policy followed</li> <li>• Clear definitions of new words</li> <li>• Clarity is ensured when using time phrases- e.g. 'You have 5 minutes; I will set this timer to show you' vs. 'you have a few minutes or so'</li> <li>• Peer feedback and a peer buddy to check work with.</li> <li>• Inference skills are taught explicitly in context</li> <li>• Roles/purpose in group work is always clear</li> <li>• Unspoken is clear and taught in context to support children understanding social rules/cues</li> <li>• Modelling of 'wondering aloud'</li> <li>• Opportunities for structured paired talk opportunities</li> <li>• Visual timetable</li> <li>• The children are asked to explain in their own words what they are learning/their task to a peer/ member of staff</li> <li>• Specific my turn/your turn activities so that the pupils have opportunities to work collaboratively with another to complete a task.</li> <li>• Speaking frames</li> <li>• TAs planned for at all times throughout lessons and used to support</li> </ul>	<ul style="list-style-type: none"> <li>• Support with language and understanding of idioms</li> <li>• Visual support</li> <li>• Word banks</li> <li>• Writing frames</li> <li>• Pre- teaching and preparation</li> <li>• Social stories</li> <li>• Sensory audit of environment</li> <li>• Puppets/role play</li> <li>• Ear defenders</li> <li>• Explicit teaching of emotions through emotional literacy</li> <li>• 'Park It' system. The pupil can record (draw and/or write) their ideas on post it notes and 'park' them for later. These can be reviewed with an adult at an appropriate time</li> <li>• Now and Next board</li> <li>• Task planner</li> <li>• Visual structure for all learning task using trays, boxes or baskets.</li> <li>• Recorded instructions using a voice-recording device for the pupil to play back as required</li> <li>• Larger tasks are broken down into small steps with a motivator task offered for successful completion of each one.</li> </ul>	<ul style="list-style-type: none"> <li>• Makaton sign language</li> <li>• Referral made to NHS Speech and Language Therapists for assessment and individual SALT programme</li> <li>• Use of Hertfordshire Therapeutic Thinking planning documents</li> <li>• Application for Local High Needs Funding (LHNF)</li> <li>• Application made for an Education, Health and Care Plan</li> </ul>

	<p>development of understanding, resilience and independence</p> <ul style="list-style-type: none"> <li>● Clear modelling of language</li> <li>● Acceptance of whatever form of communication is offered by the pupils and appropriate responses given</li> <li>● Time given for processing and then understanding is checked</li> <li>● Visual cues used as much as possible</li> <li>● Positive language</li> <li>● School staff ensure they have the pupils' attention before talking to them</li> <li>● Choices of one activity or another given, in clear directive language</li> <li>● Declarative language used by all school staff</li> <li>● Access to social learning opportunities incorporated into lessons</li> <li>● Eye contact and/or appropriate facial expression is not expected</li> <li>● Class seating plan to provide routine and familiarity</li> <li>● Consistency and predictability provided in the structure of the day and within learning tasks whenever possible.</li> <li>● Positive trusting professional relationships with child and parents</li> <li>● Chunked learning into smaller parts</li> <li>● Access to indoor and outdoor learning</li> <li>● Access to off-site/ community learning</li> <li>● Clear and concise working walls</li> <li>● Effective use of jottings and diary use taught</li> </ul>	<ul style="list-style-type: none"> <li>● Use of Jigs to break steps of transitions down into small achievable sections</li> <li>● A 'best copy' of the child's own work is always available for them to compare their work too – does it match? This creates an agreed standard for the child.</li> <li>● 'Star achievement'/ 'wow' book. The pupils celebrate and record one positive thing that they have achieved that day in their book and share this with a chosen peer/adult.</li> <li>● Discrete 'help required' signals for pupils to use when needed.</li> <li>● During paired talk activities, the pupils are given a clear role such as listener/speaker and are signposted to the information that they need to collect from the conversation. Listening frames are provided to support pupils in identifying what information to listen out for and make notes on.</li> <li>● Brick masters intervention</li> <li>● Sensory circuits</li> <li>● Strengths and Difficulties questionnaire completed (SDQ)</li> <li>● Explanations of why things are happening are given as much as possible, especially where there is a change in routine or expectations.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Opportunities for extra-curricular activities</li> <li>• Limited movement between instructions and beginning the task so that the pupils can begin work immediately. Pupils sit at their table with resources ready during the lesson introduction to limit the interruption of moving.</li> <li>• Audio-book exposure</li> <li>• Retention supported through explicit modelling and demonstration, following the 'I do, we do, you do' approach</li> <li>• Praise for effort as well as accuracy and outcome</li> <li>• Steps to success</li> <li>• In-school observations</li> <li>• Pupil voice tools</li> <li>• Encouraged independence by asking the pupils to make checklists</li> <li>• Termly assessments and pupil progress meetings to monitor progress made</li> <li>• Termly data information to parents in the form of parents evenings and reports</li> <li>• Attendance regularly monitored</li> <li>• Regular staff CPD opportunities</li> </ul>	<p>Visuals are used to support this, diagrams, lists, social stories etc</p> <ul style="list-style-type: none"> <li>• 'Attention Autism/Bucket' intervention to support with attention and focus</li> <li>• Social skills intervention</li> <li>• Structure is offered in less structured times e.g. break, lunch and transition times</li> <li>• Body Mapping exercises to support in recognising and understanding big emotions and their bodies response to different emotions.</li> <li>• Blob Trees help students articulate their feelings and explore body language.</li> <li>• Assess-plan-do-review cycle with termly review meetings with parents, in addition to parents' evening</li> <li>• Letter in support of parents going to the GP and Child Development Clinic for exploration of behaviours written</li> <li>• Assess, Plan, Do, Review Cycle</li> <li>• Speech and language support offered by teaching assistant, trained by NHS SLT</li> <li>• 'Language adventurers' intervention</li> <li>• 'Language for thinking' intervention</li> <li>• School and parent structured communication logs</li> <li>• ISL referral to Speech, Language, Communication and Autism Team</li> </ul>	
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<p><b>Social, Emotional and Mental Health</b></p>	<ul style="list-style-type: none"> <li>• All behaviour seen as communication &amp; policy followed</li> <li>• Self-monitoring and regulation skills have been developed as part of a whole school approach: Pupils are learning to be aware of their arousal levels and be able to respond positively and re-adjust their emotions to allow them to be an active learner.</li> <li>• Extra processing time given</li> <li>• Daily repetition of activities and routines so that they become familiar and predictable</li> <li>• What 'finished' looks like is shown. Include top down models and working examples.</li> <li>• Narration of the behaviours of others (I can see that everyone is sitting down – what does this mean for you?)</li> <li>• Peer feedback and a peer buddy to check work with.</li> <li>• Visual timetable</li> <li>• Environment considered e.g.- noise levels, furnishings etc.</li> <li>• Class seating plan to provide routine and familiarity but also to support the individual sensory needs.</li> <li>• Clear routines, boundaries and expectations</li> <li>• Clear behaviour policy/ curriculum</li> <li>• Language is reduced, keeping instructions as short as possible</li> <li>• Positive teacher-pupil relationships</li> </ul>	<ul style="list-style-type: none"> <li>• 'Park It' system. The pupil can record (draw and/or write) their ideas on post it notes and 'park' them for later. These can be reviewed with an adult at an appropriate time</li> <li>• Choice of workstations</li> <li>• Visual structure for all learning task using trays, boxes or baskets.</li> <li>• Frequent and planned refresh/refocus breaks are built into a visual timeline</li> <li>• Use of a table top timer to show how long the child has to work for</li> <li>• Larger tasks are broken down into small steps with a motivator task offered for successful completion of each one.</li> <li>• Use of Jigs to break steps of transitions down into small achievable sections</li> <li>• Boxall Profile</li> <li>• A range of sensory resources are offered so that the pupil can use supportively to maintain an appropriate arousal level for learning. These resources are individually selected to help the pupil become more alert, remain focussed or become calmer. Resources include: Wobble cushions, sensory fiddles, weighted resources, fidgety feet</li> <li>• Sensory circuits</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Hertfordshire Therapeutic Thinking planning documents</li> <li>• School counselling sessions</li> <li>• Referral to CAMHS</li> <li>• Referral to The Butterfly Room</li> <li>• Referral to Phoenix behaviour team for inreach support</li> <li>• Referral to Phoenix behaviour team for outreach support</li> <li>• Referrals made to Alternative Provision (AP)</li> <li>• Application for Local High Needs Funding (LHNF)</li> <li>• Application made for an Education, Health and Care Plan</li> <li>• Part-time timetable implemented temporarily</li> </ul>
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	<ul style="list-style-type: none"> <li>• Acceptance of whatever form of communication is offered by the pupils and appropriate responses given</li> <li>• Time given for processing and then understanding is checked</li> <li>• Visual cues used as much as possible</li> <li>• Positive language</li> <li>• School staff ensure they have the pupils' attention before talking to them</li> <li>• Choices of one activity or another given, in clear directive language</li> <li>• Declarative language used by all school staff</li> <li>• Access to social learning opportunities incorporated into lessons</li> <li>• Eye contact and/or appropriate facial expression is not expected</li> <li>• In-school observations</li> <li>• Pupil voice tools</li> <li>• Consistency and predictability provided in the structure of the day and within learning tasks whenever possible.</li> <li>• Positive trusting professional relationships with child and parents</li> <li>• Chunked learning into smaller parts</li> <li>• Access to indoor and outdoor learning</li> <li>• Access to off-site/ community learning</li> <li>• Clear and concise working walls</li> <li>• Effective use of jottings and diary use taught</li> <li>• Concrete resources available in maths, in line with the CPA approach</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional regulation is supported through inclusion of proprioceptive activities e.g. use of resistance bands on chair legs, heavy work etc.</li> <li>• Explicit teaching of emotions through emotional literacy</li> <li>• Body Mapping exercises to support in recognising and understanding big emotions and their bodies response to different emotions.</li> <li>• Blob Trees help students articulate their feelings and explore body language.</li> <li>• A best copy of the child's own work is always available for them to compare their work too – does it match? This creates an agreed standard for the child.</li> <li>• 'Star achievement' / 'WOW' book. The pupils use this to celebrate and record one positive thing that they have achieved that day in their book and share this with a chosen peer/adult.</li> <li>• Discrete 'help required' signal for pupils to use when needed</li> <li>• Crunchy snacks available to support with regulation</li> <li>• To ensure pupil is on task, signposting is done in advance so that he/she knows what to listen out for</li> <li>• Movement breaks built into class activities such as 'jobs'</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Opportunities for extra-curricular activities</li> <li>• Limited movement between instructions and beginning the task so that the pupils can begin work immediately. Pupils sit at their table with resources ready during the lesson introduction to limit the interruption of moving.</li> <li>• Audio-book exposure</li> <li>• Retention supported through explicit modelling and demonstration, following the 'I do, we do, you do' approach</li> <li>• Praise for effort as well as accuracy and outcome</li> <li>• Steps to success</li> <li>• Encouraged independence by asking the pupils to make checklists</li> <li>• Termly assessments and pupil progress meetings to monitor progress made</li> <li>• Termly data information to parents in the form of parents evenings and reports</li> <li>• Attendance regularly monitored</li> <li>• Regular staff CPD opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Positive role models as seating partners</li> <li>• Protective behaviours intervention</li> <li>• Assess-plan-do-review cycle with termly review meetings with parents, in addition to parents' evening</li> <li>• Therapeutic Thinking paperwork completed</li> <li>• Special Needs Assessment Profiling (SNAP)- Rising Stars</li> <li>• Vanderbilt Assessment Scale completed</li> <li>• Letter in support of parents going to the GP and Child Development Clinic</li> <li>• School and parent structured communication logs for exploration of behaviours written</li> <li>• Referral to the wellbeing team</li> <li>• DSPL4 Referral to Educational Psychologist</li> <li>• Referral to CHEXS (Cheshunt extended services)</li> <li>• Referral to the outreach behaviour team (Rivers Education Support Centre)</li> </ul>	
<b>Sensory and Physical</b>	<ul style="list-style-type: none"> <li>• Broad and balanced curriculum</li> <li>• Access to high quality teaching</li> <li>• Differentiated curriculum planning (work set to the ability and challenge next steps)</li> <li>• Children's contributions valued</li> </ul>	<ul style="list-style-type: none"> <li>• Individual workstations</li> <li>• A range of sensory resources are offered so that the pupil can use supportively to maintain an appropriate arousal level for learning. These resources are individually</li> </ul>	<ul style="list-style-type: none"> <li>• Application for Local High Needs Funding (LHNF)</li> <li>• Application made for an Education, Health and Care Plan</li> </ul>

	<ul style="list-style-type: none"> <li>● Clear consistent rules and routines</li> <li>● Positive trusting professional relationships with child and parents</li> <li>● Chunked learning into smaller parts</li> <li>● Access to indoor and outdoor learning</li> <li>● Access to off-site/ community learning</li> <li>● Clear and concise working walls</li> <li>● Effective use of jottings and diary use taught</li> <li>● In-school observations</li> <li>● Pupil voice tools</li> <li>● Concrete resources available in maths, in line with the CPA approach</li> <li>● Active and live marking is prompt and meaningful</li> <li>● Opportunities for extra-curricular activities</li> <li>● Audio-book exposure</li> <li>● Retention supported through explicit modelling and demonstration, following the 'I do, we do, you do' approach</li> <li>● Praise for effort as well as accuracy and outcome</li> <li>● Visual timetable</li> <li>● Steps to success</li> <li>● Encouraged independence by asking the pupil to make a checklists</li> <li>● Termly assessments and pupil progress meetings to monitor progress made</li> </ul>	<p>selected to help the pupil become more alert, remain focussed or become calmer. Resources include: Wobble cushions, sensory fiddles, weighted resources, fidgety feet</p> <ul style="list-style-type: none"> <li>● Adaptations to tools for all classroom activities</li> <li>● Larger lines/squares to write in</li> <li>● Tools offered to support correct posture for writing</li> <li>● Small group work</li> <li>● Ear defenders</li> <li>● Opportunities for pupil to rehearse navigating the classroom space when the classroom is empty/quiet (obstacle courses integrated)</li> <li>● Movement breaks built into class activities such as 'jobs'</li> <li>● Coloured overlays and coloured resources to support with visual stress</li> <li>● Consideration and adaptations to the colours of the background and text on the interactive whiteboard screen</li> <li>● Increased text and line spaces with font set as Comic Sans or Sassoon Primary.</li> <li>● Assess-plan-do-review cycle with termly review meetings with parents, in addition to parents' evening</li> <li>● Non-slip matting (Dycem)</li> <li>● Sensory diet plan which is reviewed after an appropriate amount of time</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Termly data information to parents in the form of parents evenings and reports</li> <li>• TAs planned for at all times throughout lessons and used to support development of understanding, resilience and independence</li> <li>• Class seating plan to provide routine and familiarity but also to support the individual sensory need (taking into account levels of vision in each eye)</li> <li>• Modified sensory properties of the learning environment as needed – e.g. adjusted noise level, visual distraction, natural and artificial lighting</li> <li>• Shiny surfaces which may reflect light and cause dazzle are avoided</li> <li>• Short spells of visual activity are interspersed with less visually demanding activities</li> <li>• Clear, verbal explanations</li> <li>• Quiet(er) area within the classroom</li> <li>• All children come to school dressed in their PE uniform on PE days to avoid having to get changed</li> <li>• All classes have roller blackout blinds</li> <li>• Classrooms are clutter free</li> <li>• High expectations which encourages positive behaviour for learning and reduced background noises</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for children to complete activities whilst laying on their tummy to build core strength.</li> <li>• Finger gym activities</li> <li>• Exploration for different writing tools for darkness, grip and ink flow.</li> <li>• Scribing</li> <li>• Support with coordination of specific equipment</li> <li>• Access to ICT equipment to support recording of ideas</li> <li>• Highlighting of lines to support with visual tracking</li> <li>• Green dots used to indicate the starting point of each line</li> <li>• Alternative lunch rooms available to be eaten in</li> <li>• Crunchy snacks available to support with regulation</li> <li>• Wheelchair available</li> <li>• School fitted with ramps</li> <li>• Two disabled toilets on site</li> <li>• Risk assessments completed</li> <li>• Health Care Plans written</li> <li>• Audit of school environment and resources</li> <li>• School and parent structured communication logs</li> <li>• Referral to school nursing team</li> <li>• Referral to occupational therapy</li> <li>• Letter written in support of parent going to the GP</li> </ul>	
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	<ul style="list-style-type: none"><li>• Music listened to in all classrooms whilst working and as a calming strategy</li><li>• Background noise kept to a minimum</li><li>• Staff speech is clear, with a natural fluency (not too fast or slow)</li><li>• No limitation of rich and varied language as by trying to stick to shorter words and limited vocabulary, natural speech patterns and full meaning can be limited</li><li>• Repeated contributions offered from other children as their voices may be softer and speech more unclear.</li><li>• Staff check in with pupils to ensure information is clear and understood</li><li>• Visuals to support comprehension</li><li>• Left and right handed pupils are not sat next to one another with writing hands adjacent</li><li>• Seating allows pupils to rest both feet flat on the floor</li><li>• Attendance regularly monitored</li><li>• Regular staff CPD opportunities</li></ul>	<ul style="list-style-type: none"><li>• ISL referral to the physical and sensory team</li></ul>	
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