

# **Special Educational Needs and Disability (SEND) Policy**

## **Scholar Green Primary School**



Confirmation that this SEND Policy, in respect of Scholar Green Primary School, has been discussed and approved by the Governing Body.

Date: October 2025

Committee: FGB/Resources

Date for review: October 2026

## The SEND Team

Headteacher: Mrs Lyndsey Colman  
Deputy Headteacher and SENDCO: Caroline Yarwood  
Designated Mental Health Lead: Mrs Jayne Ashworth  
SEND Link Governor: Mrs Steph Buck

### *'Every teacher is a teacher of every child including those with SEND'* (Code of Practice September 2014)

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care plans (EHCP), SEND co-ordinators (SENDCO's) and the SEND information report

Scholar Green provides a broad and balanced curriculum for all children. A carefully planned curriculum is our starting point for planning which meets the specific needs of individuals and groups of children. When planning, the teachers set suitable learning challenges and respond to children's diverse learning needs and/or disability. A minority of children may have specific learning and assessment requirements which could surmount to barriers to learning. These requirements are likely to arise because of a child having special educational needs. Teachers take account of these requirements and make provision where necessary, through adapting their teaching, having flexible groupings, to support individual or groups of children; thus, enabling them to participate effectively in curriculum and assessment activities.

Children may have special educational needs and/or disability (SEND) either throughout or any time during their school career. This policy ensures that curriculum planning and assessment for children with SEND, or suspected SEND, takes into account the type of and extent of the difficulty experienced by the child.

At Scholar Green, and in compliance with the Children and Families Act 2014, we ensure that the views, wishes and feelings of the child and the child's parents are highly valued and accounted for to ensure a firm partnership between school and families and to facilitate the child's development and encourage them to achieve the best education and outcomes for the child.

### **Definition of Special Educational Needs**

A pupil is defined as having SEND if they have a learning difficulty that calls for provision that is different from or additional to that normally available to pupils of the same age. A learning difficulty means that a child has significantly greater difficulty in learning than most children of the same age: or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for pupils of the same age, within the same area.

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas:

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

### **In line with the SEND Code of Practice we will:**

- Ensure that the needs of pupils with SEND are identified, assessed, provided for and their provision reviewed to evaluate its impact
- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate curriculum that sets high expectations for every pupil
- Endeavour to provide the support needed for our pupils with SEND to achieve
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education
- Designate a teacher responsible for the coordinating of SEND provision - a SENDCO
- Ensure the SEND governor is fully involved in the development of policy and practice for SEND and reports annually to parents
- Seek external advice where appropriate

### **Aims of Policy**

The aim of this policy is to outline our inclusive practice and high quality provision we provide to meet the needs of our children and young people with SEND in order to remove children's barriers to learning. We maintain high aspirations and outcomes for all children, but especially those children with, or at risk of having SEND in order for them to achieve their potential. It will summarise how we value the participation of children and parents in decision making at individual and strategic levels.

The graduated approach in the identification and supporting pupils with SEND is explained, as well as how the Education Health Care Plan (EHC) process works for those children with severe and complex needs as a coordinated assessment process.

### **Implementation, Identification, Provision and Assessment of SEND**

#### **Implementation**

The overall aim of this SEND Policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice (2014). This will be achieved by:

- Making SEND provision an integral part of each school's annual School Development Plan
- Ensuring that appropriate staffing and funding is in place for pupils with SEND
- Providing high quality professional development opportunities for teaching and support staff
- Following a consistent and structured approach to assessing, identifying and responding to individual pupil needs
- Listening to the views of everyone involved in a SEND pupils' provision - the stakeholders
- Maintaining a register of children with SEND and ensuring that pupil records are kept up to date
- Regularly monitoring the progress and development of pupils with a SEND and adapting their provision as needed
- Providing high quality teaching that is differentiated and personalised to meet individual needs
- Removing barriers to achievement and offering alternative provision to meet the needs of the individual
- Enabling all SEND pupils to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical
- Taking steps to ensure the successful transition of SEND pupils at key points in their personal and school life

#### **Identification**

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Headteacher, the SENDCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs and those requiring SEND Support.** It requires regular monitoring and evaluating to evidence the impact of strategies put into place.

At the heart of the work of every EYFS and primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. With **quality first teaching** (what is ordinarily available inclusive practice) where most children will learn and progress within these arrangements (please see appendix I for our Gold Standard Provision). Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs. The identification of SEND is integrated into the overall approach to the monitoring, on a regular basis, of pupil progress and development.

In the initial stages, where teachers have endeavoured to address any barriers to children's learning and quality first teaching strategies are showing little impact on a child's progress and attainment, teachers will then seek the advice of the school's Special Educational Needs and Disability Lead (SENDCO) through a clear referral process. It would also be at this point when parents will be consulted, and views valued. This initial process will be noted on the year groups provision map by the class teacher.

The school will have regard to the **Special Educational Needs and Disability Code of Practice: 0-25** (July 2014) when carrying out its duties toward all pupils with SEND, or suspected SEND, and ensure that parents are notified and included when SEND provision is being made for their child. Children will have needs and requirements which may fall into at least one of four broad areas of need, and many children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed should be taken into account. The areas of need are:

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

Partnership with parents plays a key role in enabling children and young people with SEND achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Communication at Scholar Green Primary School is seen as a vital part of supporting children with special educational needs and expected from staff and parents alike.

Please refer to our school's information report for further information of this process. It can be accessed through our school website, <http://www.scholargreen.cheshire.sch.uk/> and please follow the school information link where you will find the information report under SEND.

## Provision

*'Every school is required to use their best endeavours to make sure children and young people with SEND get the support they need- this means doing everything they can to meet children's and young people's SEND' (The SEND Code of Practice, 2014: 92)*

The school will assess each child's current levels of attainment on entry to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through a carefully thought-out transition where the SEND Support will be reviewed in conjunction with the Early Years setting, possibly an Area

SENDCO, our schools SENDCO and class teacher. The school SENDCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action on how the child is best supported and what strategies to employ.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Involve parents in implementing a joint learning approach at home.

The identification and assessment of the special education needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects. The teacher will establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the barriers to learning that a child may be experiencing. The school will record the steps taken to meet the needs of individual children and the impact that it has had. The SENDCO will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for an Education Health Care Needs assessment (EHCNA), they will provide the LA with a detailed record of their work with the child including the arrangements they have already made and the impact that this work has had.

At Scholar Green Primary School, there is a range of strategies and resources that the staff can use to include children with special educational needs. These include provision for pupils with emotional, social and behavioural needs as well as academic. Nurture is embedded throughout the school curriculum and where required, some pupils with high levels of need may follow a more personalised curriculum based on individual need.

Additional support for pupils on the SEND register may take place within the classroom setting, or where appropriate in small group and individual settings within learning bays around school, or located within 'The Hub', an area designated for SEND and SEMH work, intervention and quiet time.

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. In line with the school's assessment policy, the class teachers keep a track of progress and attainment throughout the year. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review may lead to the conclusion that the pupil requires support from which is 'additional to and different from' that which is normally available within the particular class or subject and where pupils' attainment is well below the expected levels (age related expectations). Adequate progress can be defined in several ways. It might be progress which:

- Narrows the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

## Procedures for identification, assessment, monitoring and reviewing children with SEND

### Initial support

Teachers are responsible and accountable for the progress and development of all the pupils in their class including those identified as having SEND concerns.

**High quality first teaching** is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

If a child is identified as having a much lower attainment than those of children of the same age and is showing lack of progress then the class teacher will complete a number of actions to support the child and measure the impact of the provisions effectiveness. The teacher would explore the use of in class support, where children may be involved in a target group, or further adapting our quality first teaching strategies which will enable the child to be successful and achieve ambitious targets set by the class teacher. There may be a time where the child needs low levels of class support, sometimes in the form of support from a teaching assistant as part of an intervention in order to narrow the attainment gap and allow the child to catch up. The class teacher will record this via the class provision map as well as beginning a case study for the child. This falls under **First Concerns** category.

If concerns remain after a period time, the class teacher, with support from the SENDCO will refer to the **Graduated Approach** and which begins an **Assess, Plan, Do and Review** cycle. The Graduated Approach has a clear and structured approach to identifying and responding to Special Educational Needs. At Scholar Green we adopt the graduated response devised by Cheshire East and we follow the guidelines in the Cheshire East Toolkit. <https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/ce-toolkit-for-send-final-v1.1.pdf>

### Assess

In line with school procedures, the Class Teacher will carry out or request additional assessments of a pupil to identify an area of need.

### Plan

Once the assessment part of the process has been completed, the pupil's needs are determined in a consultation meeting with staff and parents. Actions will be agreed and, if appropriate, the case will be escalated to SEND support and an SEN Support Plan (SSP) will be created and the pupil will be placed on the school's SEND register.

### Do

The Class Teacher will take responsibility for ensuring any agreed actions are carried out and any annotations to the plan are made. The Special Educational Needs and or Disabilities Coordinator (SENDCo) will support all staff in implementing the agreed plan.

### Review

The effectiveness of support and intervention is reviewed regularly throughout the year. Impact will be measured through progress, parent, pupil and staff feedback. Where a pupil continues to make less than expected progress, the school will offer alternative intervention and will consider involving specialist agencies. Permission from parents/carers will be sought before any specialists are contacted.

### SEND Support -SEN Support Plans

If after reviewing the First Concerns the gap of attainment is maintained or increasing the teacher, in consultation with parents, may decide the child would benefit from being on a SEND support plan (SSP). This would allow further interventions from other professionals, such as Cheshire East Autism Team (CEAT) or an Educational Psychologist (EP) who can then further assess what barriers to learning may be present and develop a pathway to support the child and remove the barriers. There may be moderate level needs requiring a more tailored and individual approach which is above that of adapting quality first teaching.

The SSP will contain all details about the child, their views, their parent's views and the careful planning of any effective intervention required. Expected impact, progress and development will be set and then a review date. The SSP should be reviewed and shared with parents as a minimum of 3 meetings within a 12 month period.

At any up-date where a child is making less than expected progress, despite evidence based support and effective interventions, the school will involve specialists who will impact further on effective teaching approaches, equipment, strategies and interventions. Parents will be kept well informed and will be fully involved at this point.

If the impact on learning indicators remains, and progress has not been made, then it maybe that the case steps up towards **complex needs** and also consider whether a request for an Education Health Care Needs Assessment (EHCNA) is warranted.

### **Education Health Care Plan Assessment**

When a child's needs are greater and more complex and requiring intervention that is additional to and different from those of children of the same age and greater than what the provision indicated on their SSP, then an Education Health Care Plan (EHCP) would be the next pathway. In collaboration with parents, the SENDCO will initiate the Education Health Care Needs Assessment (EHCNA). Once the request for a needs assessment is sent the decision as to whether the assessment proceeds or not is made by multi-agency panels, comprising or representatives from across health and social care, school representatives, an educational psychologist, and a SEND management representative.

Should it be agreed that a needs assessment should be conducted, a 20 week process begins. The LA will request information from different agencies to information gather for the required evidence.

Should the needs assessment outcome determine that an EHCP is required, and EHCP will be drawn up via the LA. EHCP plans will include details of the following:

- what is important to and for the child/young person and their family
- needs and priorities identified by relevant professionals through recent assessments
- the agreed outcomes for the child or young person
- the provision that will be made to address agreed needs, actions to be taken, responsibilities for action, provision and resources
- arrangements for reviewing actions and outcomes, including the formal annual review

The plans are based on person centered assessment and planning process which puts the child or young person and their parents at the centre of decision making. EHCP's are focused on outcomes for the child or young person across education, health and care, and set out how services will work together to meet the child or young person's needs in support of those outcomes

### **SEND and the Early Years Foundation Stage**

In the Early Years Foundation Stage (EYFS) we set realistic and challenging expectations that meet the needs of our children.

We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities; children from all social and cultural backgrounds and children of different ethnic groups.

We believe that early identification is pivotal in supporting our children and their families. We understand that when children first enter our school nursery, it could be the first setting they have attended. We ensure we have information gathered and worked collaboratively with parents before any identification of SEND is broached.

Child Centred Planning Meeting (CCPM) may be held for us to gain advice and support from outside agencies. With parents' permission, we may also refer to the Cheshire East Early Years Team, whilst referring to the SEND code of practice (2014) and the Cheshire East SEND Early Years Toolkit.

Our paperwork reflects that of the main school's recording system and is compliant with the recommendations of the SEND Code of Practice (2014) and the Cheshire East SEND team. We aim to make it as clear as possible for all stakeholders to understand a child's needs, barriers to learning and SMART targets for them to work towards. Targets are reviewed on a regular basis to ensure the work being completed is purposeful and has impact on the child's area of need. We aim to provide a range of strategies to support children, which may be in the form of resources already available to us, adapted resources or something bespoke and individualised for the child.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence
- using a wide range of teaching strategies based on children's learning needs
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- providing a safe and supportive learning environment in which the contribution of all children is valued
- using resources which reflect diversity and are free from discrimination and stereotyping
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- Monitoring children's progress and taking action to provide support as necessary

We may call upon the advice of outside agencies to support us in catering for children's specific needs. The agencies we may request support from are:

- Speech and Language (dependent on area of residence and which doctors registered will determine which area we refer to);
- Cheshire East Early Years Team
- Community Paediatrician
- Occupational Therapists
- Sensory Team
- Physiotherapist
- Cheshire East Autism Team (CEAT)
- Springfield Outreach

Where children require support, which is additional to and different from their peers, and in collaboration with the parents and possibly the Early Years Team, we would look to apply for the Early Years Intervention Grant. The aim of this grant is to support children who are at severe risk of delay to development and require a more bespoke approach for them to reach their outcomes. If a child is in receipt of this funding and is due to move into our Reception class, we may possibly look into applying for an EHCP (if not already done so). This would follow the graduated approach as recommended by Cheshire East.

When children make that transition into our Reception class their SEND needs are catered for by the main school policy and actions. However, there may be instances where a child's needs are more complex and persistent which have a significant impact on their experience within our setting. This may then require a step up to **complex needs** and an alternative setting may be better suited to cater for the child's individual needs. This would be discussed in collaboration with parents, and possibly other agencies.



## **The management of SEND of Children Outside of the Cheshire East LA**

At Scholar Green, some of our children live over the Cheshire East boarder and into Stoke and Staffordshire boarders. This requires us to work within another authority's system. This can present with challenges however the principles of the code of practice remains the same, but access to some of the services will be different.

### **Managing SEND Provision and Stakeholders**

#### **Role of the Governing Body**

The school Governing Body has important statutory duties towards pupils with special educational needs.

- The Governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEND pupils.
- Through the performance management process, Governors ensure that objectives for leadership and the school development plan include SEND.
- Through the school's self-review procedures, Governors monitor effectiveness of the school's SEND policy and provision. All Governors will have an up-to-date knowledge of the school's SEND provision.
- The Governing body will report to parents annually on the school's SEND policy through the school prospectus.

#### **The Headteacher**

The Headteacher has responsibility for

- Day-to-day management of all aspects of the school's work including provision for pupils with SEND provision.
- Informing the Governing Body.
- Working closely with the SEND co-ordinator

#### **Special Educational Needs co-ordinator (SENDCO)**

Mrs Yarwood, the SEND lead (SENDCO), is responsible for the operation of the school's SEND policy, including efficient use of resources in making the appropriate provision for pupils with special needs, and co-ordination of all special needs activity within the school, including co-ordination with other subject and aspect leaders. She is responsible for liaising with outside agencies and seeking further support and advice when needed. Mrs Yarwood will also coordinate all applications of Education and Health Care Plans (EHCP) and their reviews.

[deputy@scholargreen.cheshire.sch.uk](mailto:deputy@scholargreen.cheshire.sch.uk)

#### **The Role of the SENDCO in Mainstream Primary Schools**

SEND co-ordinator (SENDCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Creating provision maps for literacy and numeracy support.
- Co-ordinating provision for children with special educational needs – through SEND support- School Focused Plans and SEND support- EHC
- Liaising with and advising fellow teachers.
- Managing teaching assistants.
- Supporting the recruitment and selection of teaching assistants.
- Overseeing the records of all children with special educational needs and ensuring that appropriate and aspirational targets are in place for children with Special Educational Needs.
- Alongside class teachers, liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.

- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- Delivering new initiatives and specific training to staff.

### **Designated Mental Health Lead (DsMHL)**

Mrs Ashworth is the schools Designated Mental Health Lead. She works, in collaboration with Mrs Yarwood to cater for the SEMH needs of pupils within our school.

[jashworth@scholargreen.cheshire.sch.uk](mailto:jashworth@scholargreen.cheshire.sch.uk)

### **The Role of the Designated Senior Mental Health Lead**

- To oversee and monitor the provision of mental health and wellbeing strategy, resources, and interventions for young people across the setting, including those in special groups, such as young carers or who have special educational needs or disabilities.

(Please see our school's Emotional Resilience, Wellbeing and Mental Health Policy.)

### **The Role of the Teacher and Teaching Assistants**

#### **Teachers**

Teachers have responsibility for:

- Devising strategies and identifying appropriate methods of access to the curriculum, ensuring **good** outcomes for all pupils.
- Keeping class provision maps up to date- including where they have adapted QFT, interventions, low level support and any outside agency advice given - noting their impact
- Developing an individual provision map for instances where a child's barriers are requiring strategies which are additional to and different from their peers in order to monitor the effectiveness and impact of those strategies already employed.
- Referring to the school's SENDCO and completing the relevant information to ensure that well informed decisions are made and that parents are kept in the loop at all stages.
- Drawing up School Support plans (SSP) which are reviewed in October, February and June. This may be more or less frequent if agreed with the SENDCO.
- Sharing and discussing SSP objectives with children and parents.
- Ensuring that pupil electronic SEND records are maintained where there has been input from the class teacher, e.g. class teacher meetings with parents are detailed on Pupil History documents and linked as 'Events' on SIMs.
- Working with the pupil and providing further help on a daily basis as per SSP/ provision map.
- Planning and delivering an individualised programme as per SSP.
- Liaising closely with teaching assistants so that class work reinforces group or individual teaching and that work completed with another person other than the teacher is monitored.
- Ensuring that the children identified with SEND needs, for which the teachers are accountable for, have up to date case studies providing a clear synopsis of their needs and pathways of provision.

#### **Teaching Assistants**

Teaching Assistants support the effective teaching and learning of individuals and groups of pupils throughout the school, particularly:

- Supporting pupils in achieving targets identified in SSP's and EHC's.
- Differentiating provision for groups of pupils as identified in school support strategies e.g. amending teacher plans.
- Delivering high quality group and individual interventions which allow children to succeed.
- Ensuring that timetabled provisions are accurately recorded and evaluated.

- Providing clear and precise feedback to the class teacher facilitating clear next steps to move learning forwards within other areas of the curriculum
- Ensuring that provisions are carried out as per timetables agreed with the SENDCO and Senior Leadership Team.

## **Partnership**

### **Partnership with Parents**

Scholar Green Primary School actively seeks to work with parents and values the contribution they make.

We aim to support parental partnership by:

- Ensuring positive attitudes towards parents.
- Ensuring positive communication with parents and encouraging the same in return.
- Acknowledgement of the parent's role as a partner in the education of their child.
- Recording parental views as part of any Review procedure.

The parents of any pupil with either special educational needs or concerns regarding their child's progress are welcome to telephone or visit the school to discuss their concerns with the appropriate member of staff. As a school we actively seek parental views and opinions to ensure that the provision provided suits the needs and views of all stakeholders.

### **Pupil's Participation**

The school acknowledges the pupil's role as a partner in their own education, developing their participation in the decision making process by:

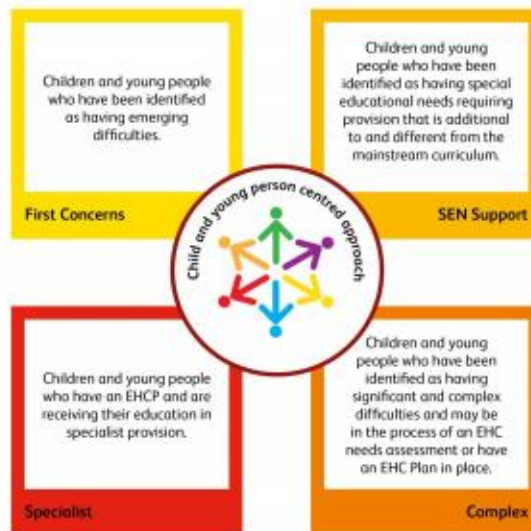
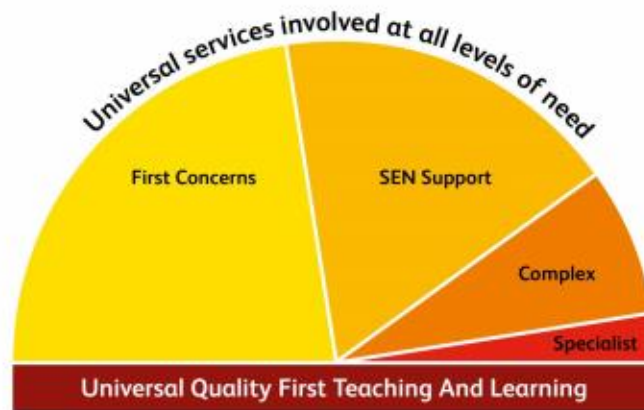
- Listening to and valuing their views.
- Involving pupils in Review Meetings (where appropriate) to discuss progress and future provision.
- Involving pupils in target setting
- Recording pupils' views as part of any review procedure.
- Effective communication
- Monitoring pupil assessment of learning and attitude to group intervention

## **Admission Arrangements**

We adopt the Cheshire East Admission Arrangements as set out via the School Admissions Code 2012 Section 1.47

## **Data Protection & Confidentiality**

Scholar Green Primary School will provide information to approved outside agencies, such as Educational Psychologist, NHS, Mental Health, Family Support Worker and Cheshire East only with agreement of the parents of the child concerned. For discussions with outside agencies written parental consent will be obtained. The children on the SEND register have a file containing all their information and this is kept in a locked filing cabinet which the Headteacher and SENDCO has a key to. Any members of staff that require information on a child in their class must liaise with either of the two members of staff for access to the filing cabinet.



**The Cheshire East Continuum of Need for SEN**

## Appendix I

### SGPS Gold Standard Provision

Initially agreed by members of teaching staff during 4<sup>th</sup> September 2023 INSET

Area of SEN: Cognition and Learning

Universal Offer/ Adaptive Teaching	Group/ Personalised (First Concern)	Individual/ Bespoke (SEN Support)
<ul style="list-style-type: none"> <li>• Kagan Structures</li> <li>• RWI Phonics teaching</li> <li>• Class visual timetable</li> <li>• Clear routines</li> <li>• Yellow/ cream paper</li> <li>• Visual timetables</li> <li>• Whiteboard backgrounds not white for visual stress</li> <li>• Flexible Groupings and cooperative groupings</li> <li>• Instructions- clear and concise, put into manageable chunks, colour coded</li> <li>• Background calming music</li> <li>• Visual aids to prompt- good listening etc.</li> <li>• DUMTUMS/ PIGS etc. to reminders</li> <li>• Wordbanks, dictionaries, other learning resources created in a pack</li> <li>• Individualised goals</li> <li>• Brain breaks</li> <li>• working towards their interests</li> <li>• Small but meaningful praise/ rewards</li> <li>• Modelling</li> <li>• Motivators to complete tasks</li> <li>• Fluency</li> <li>• Reading buddies- year 6 and Year 2</li> </ul>	<ul style="list-style-type: none"> <li>• Talking Partners</li> <li>• Motor Skills United</li> <li>• Speaking and Listening activities</li> <li>• Reading games- Trugs</li> <li>• Phonic resources- in the corridor</li> <li>• Individual pupil reading (IPR)</li> <li>• Specialised interventions</li> <li>• Pre-teaching</li> <li>• Fresh start</li> <li>• Sandwell- Maths</li> <li>• Tutoring</li> <li>• Task Lists</li> <li>• Now and next charts</li> <li>• Spell checkers</li> </ul>	<ul style="list-style-type: none"> <li>• Beat Dyslexia</li> <li>• Toe by Toe</li> <li>• Active Literacy Kit</li> <li>• Dyslexia friendly reading books- to be added to</li> <li>• Ace dictionaries</li> <li>• Word Wasp (spelling)</li> <li>• Phonics resources</li> <li>• P.A.T</li> <li>• Pupil baskets for specialist resources</li> </ul>

### SGPS Gold Standard Provision

Area of SEN: Communication and Interaction

Universal Offer/ Adaptive Teaching	Group/ Personalised (First Concern)	Individual/ Bespoke (SEN Support)
<ul style="list-style-type: none"> <li>• Kagan Structures</li> <li>• Keep language simple</li> <li>• Keep language to the minimum</li> <li>• Short bursts of learning</li> <li>• Instructions- clear and concise, put into manageable chunks</li> <li>• Pairings/ buddies</li> <li>• Visual aids</li> <li>• Longer thinking time</li> <li>• Show and tell</li> <li>• Mini-plenaries</li> <li>• talking time</li> <li>• No hands up- random selector's and lollipop sticks</li> </ul>	<ul style="list-style-type: none"> <li>• Social Skills groups- Time Talk, Socially Speaking</li> <li>• Social stories</li> <li>• Talking Partners</li> <li>• Now and Next boards</li> <li>• Speaking and Listening activities</li> <li>• Time to talk</li> <li>• Socially speaking</li> <li>• Timeout cards</li> <li>• Traffic lights on lanyards</li> <li>• Cards to support asking a question</li> <li>• Task lists</li> <li>• Lunch club</li> <li>• Brain breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Workstation</li> <li>• Meet and greets</li> <li>• Circle of Friends</li> <li>• Auditory memory games</li> <li>• Barriers Games</li> <li>• Social stories</li> <li>• Comic strip conversations</li> <li>• STAR worker time</li> <li>• 'Busy' box</li> <li>• ELSA</li> <li>• Sensory room</li> <li>• Use of the Hub</li> <li>• PECS</li> <li>• Bespoke reward charts</li> </ul>

<ul style="list-style-type: none"> <li>• TTYP, QQT, All round write etc. cooperative learning structures</li> <li>• Peer marking/ peer coaching</li> <li>• Level of questioning</li> <li>• Motivators to complete tasks</li> <li>• Check-in/ wellbeing boards</li> </ul>		
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### SGPS Gold Standard Provision

Area of SEN: Social, Emotional and Mental Health

Universal Offer/ Adaptive Teaching	Group/ Personalised (First Concern)	Individual/ Bespoke (SEN Support)
<ul style="list-style-type: none"> <li>• Kagan Structures</li> <li>• 'movement'/ brain breaks</li> <li>• The use of 'thank you' instead of please</li> <li>• Advance warning of any consequences/ sanctions</li> <li>• Group work and Kagen structures</li> <li>• Behaviour policy</li> <li>• Reward Charts</li> <li>• Consistency in visual aids etc</li> <li>• Quiet/ concentration stations</li> <li>• Golden time</li> <li>• Time out</li> <li>• Play leaders</li> <li>• Peer mentors</li> <li>• Wellbeing warriors</li> <li>• Buddy system</li> <li>• Helping hands</li> <li>• Whole school rewards, raffle tickets, privilege cards</li> <li>• Teams and team points</li> <li>• Clear consequences</li> <li>• Motivators to complete tasks</li> <li>• Check-in walls/ wellbeing wall</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory room</li> <li>• Cool down corner</li> <li>• Playground buddies</li> <li>• Extra steps in the behaviour system- clear and presented visually</li> <li>• Time to Talk</li> <li>• Lunch club</li> <li>• Worry box</li> </ul>	<ul style="list-style-type: none"> <li>• SUMO</li> <li>• Social stories</li> <li>• Comic strip conversations</li> <li>• Circle of Friends</li> <li>• Health and Wellbeing</li> <li>• Time out/ brain break cards</li> <li>• Worry Book</li> <li>• Circle of Friends (see book)</li> <li>• Social Skills Books (LDA)</li> <li>• ELSA</li> <li>• Worry monster</li> </ul>

### SGPS Gold Standard Provision

Area of SEN: Sensory/ and or Physical

Universal Offer/ Adaptive Teaching	Group/ Personalised (First Concern)	Individual/ Bespoke (SEN Support)
<ul style="list-style-type: none"> <li>• Kagan Structures</li> <li>• Use of the Soundfield system (apart from Reception)</li> <li>• Pencil grips (different types to suit the child)</li> <li>• ICT- computers for touch typing</li> <li>• Flash cards</li> <li>• Recording equipment</li> <li>• Adapting seats etc.</li> <li>• Changing board backgrounds to subtle colours</li> <li>• Clear/ not cluttered learning environments</li> <li>• Accessibility plan</li> <li>• Own individual space/ concentration stations</li> <li>• Fiddle toys</li> </ul>	<ul style="list-style-type: none"> <li>• Fine motor skills activities</li> <li>• Write Dance</li> <li>• Write form the Start</li> <li>• Self-care help sheets</li> <li>• Roll and write</li> <li>• Slope boards</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Nussy touch typing</li> <li>• Fizzy</li> <li>• Adapted resources e.g. rulers with handles on</li> </ul>

<ul style="list-style-type: none"> <li>• Fine motor activities</li> <li>• Handwriting support and practice</li> <li>• Seating plan</li> </ul>		
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Last updated: September 2023