



Ditton Infant School

SEN&D Policy

Approved by FGB on 6th February 2019

Compiled by Mrs Campbell (Inclusion Manager), Dr James (SEND Governor) in collaboration with the Ditton Infant School teachers and Teaching Assistants.

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

Accessibility Plan

Anti-bullying Policy

Behaviour Policy

Equality Policy and Equality Objectives

Managing Parental Complaints

Home Learning Policy

Child Protection Policy

Supporting Children with Medical Needs Policy

Teaching and Learning Policy

This policy was developed with parent representatives including those whose children have special educational needs and representatives from the governing body. It will be reviewed annually.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p16)*

1 The kinds of special educational need for which provision is made at the school

At Ditton Infant School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance specific learning difficulties (such as dyslexia, dyspraxia and dyscalculia), speech, language or communication needs, Autistic Spectrum Disorders (including Asperger’s syndrome), cognition and learning difficulties, social, emotional or mental health needs, ADHD, sensory needs and moderate learning difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: speech, language or communication needs and social, emotional or mental health needs. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Ditton Infant School we monitor the attainment of all pupils at least three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g York phonic test, Y1 phonics screening, Speech Link and Language Link, Leuven scales of Wellbeing and Involvement.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are additional small group and individual work using programmes such as Rising Stars Maths Intervention, Rapid Phonics and the Better Reading Partnership. We also use immediate interventions that are completed every day for writing and maths. This is supporting our children's progress by not allowing a gap between a child and their peers to become too big too rapidly and is linked to that day's learning. This information is recorded on a Class Provision Map (Appendix 1) and parents are notified in writing (Appendix 2). The Provision Map is reviewed termly or earlier if needed.

The class teacher takes responsibility for identifying pupils whose attainment or progress is of concern and/or those who are experiencing a barrier to learning and manages the provision made for the children in his/her class. If further advice is needed, this will be sought through the Inclusion Manager. Newly Qualified Teachers will be supported by their mentor and the Inclusion Manager.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Ditton Infant School we are experienced in using the following standardised assessment tools: Speech Link, Language Link, British Picture Vocabulary Scale (BPVS3), the Cognitive Profiling System (CoPS), the Boxall Profile and the Test of Auditory Processing Skills (TAPS). We also make effective use of pupil observations and dynamic assessments to help us identify strengths and difficulties in particular areas of learning, communication/interaction, social/emotional/mental health needs or sensory/physical needs. We also have access to external advisors through the local inclusion forum team process, as well as other professionals, including Early Help, Specialist Teachers, Speech and Language Therapists, Physiotherapists, Occupational Therapists, the School Health Service, Community Paediatric Services and the Child and Young People Mental Health Services. Each of these external agencies will utilise their own specialist diagnostic assessments and processes to identify need and appropriate avenues of support.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents by the class teacher through a Personalised Plan (Appendix 3) and reviewed at least three times a year and refined / revised if necessary. In consultation with the pupil and parents, a Pupil Profile reflecting the pupil's interests may also be drawn up. Two examples are attached to this Policy in Appendix 4, but many more designs are available at <http://www.sheffkids.co.uk/adultsite/pages/onepageprofiletemplates.html>. At this point we will have identified that the pupil has a special educational need (SEN Support) because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using these additional and different resources (but would not be able to maintain this good progress without it,) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will no longer be identified with special educational need.

When the Local Authority has issued a child with an Education and Health and Care Plan (EHCP), the additional support will be recorded on a Provision Plan (Appendix 5).

The Inclusion Manager co-ordinates and monitors SEN provision across the school. When any change in identification of SEN is made, parents will be notified by the class teacher and it is his/her responsibility to inform all who work with the child of their targets and expected outcomes, the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child. Provision made for all pupils identified as having SEN will be reviewed three times a year, which will enable an evaluation of the effectiveness of the

special provision. Generally, these reviews will take place within Term 1, 3 and 5 with a transition review in Term 6 where needed. An annual review of the effectiveness of SEND provision will be reported to the governing body at the end of the academic year.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their attainment and progress tracked at least three times per year. In addition to this, pupils with special educational needs may have more frequent assessments related to their areas of need, eg reading age, spelling age, etc. These will be arranged by the class teacher. The assessments we use at Ditton Infant School are outlined in the list in section 2. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered, *SEN Code of Practice (2015, 6.37)*

In Ditton Infant School the quality of teaching is judged to be good in our last Ofsted inspection.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. These standards can be found at: <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one / small group support such as reading, writing and maths interventions, sensory circuits, wellbeing activities. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Ditton Infant School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments; both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Governors have recently made the following improvements as part of the school's accessibility plan:

- Introduction of sensory circuits to help children to achieve a calm alert state ready for learning
- A consistent approach to using visual support across the school e.g. visual timetables, task boards

and have identified that the following aspects of the school need to be improved:

- Enhance aspects of the school environment to improve accessibility for wheelchair users and the visually impaired
- Continue to embed the use of Makaton and Cued Articulation to support children with communication difficulties.

3e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on the school SEN Provision Menu (Appendix 6). In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school. Further information about high needs funding is available via the following link: www.kelsi.org.uk/special-education-needs/special-educational-needs/high-needs-funding-for-schools.

3f how the school enables pupils with special educational needs to engage in all school activities (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Ditton Infant School are available to all pupils with special educational needs either with or without an Education, Health and Care Plan. Where necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Ditton Infant School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. Forest School, Growth Mindset, PSHE, circle time, use of SEAL materials, assemblies and indirectly with every conversation adults have with pupils throughout the day.

Pupils in the early stages of emotional and social development will be supported to develop and mature appropriately and some children may require additional and different resources to achieve this. Provision for these children is the responsibility of our Wellbeing Team, which is made up of the Inclusion Manager, the Inclusion Assistant and the Wellbeing Assistant. In some cases, a Single Request for Support Form may be completed by the Designated Safeguarding Lead in consultation with the parent and Inclusion Manager to access Intensive or Specialist support.

4 The name and contact details of the SEN Co-ordinator

The Inclusion Manager at Ditton Infant School is Mrs Campbell, whose role includes the SENCO responsibilities. She is a qualified teacher, has a Post Graduate Certificate in Special Educational Needs Co-ordination. Mrs Coles is our Inclusion Assistant, who works alongside Mrs Campbell and supports the provision and administration of SEN provision in the school.

Mrs Campbell works part time and is generally in school all day Monday and Tuesday mornings. Mrs Coles is also part time, working Tuesday to Friday each week. Mrs Campbell and Mrs Coles may be contacted via the school office on 01732 844107. Alternatively, Mrs Campbell may be contacted by email (RCampbell@ditton-inf.kent.sch.uk).

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Senior leaders, teachers and teaching assistants have had the following awareness training: ADHD, ASD, dyslexia, sensory circuits, wellbeing and involvement, reading support, speech and language, sensory needs. When appropriate, teaching assistants that support children with additional needs also attend LIFT meetings to discuss the support needed. This supports them in becoming more skilled in identifying strategies for an inclusive learning environment.

In addition, the following members of staff have received the following enhanced and specialist training:

Mrs Campbell - Post Graduate Diploma in Teaching and Assessing Learners with Specific Learning Difficulties (Dyslexia) / Autistic Spectrum Disorder / Language for Learning

Mrs Coles and Ms Bada – Autistic Spectrum Disorder

Mrs Coles – Sensory Circuits

Mrs Fermor – Speech and Language

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are Five Acre Wood and Ridge View Special Schools, the Educational Psychology Service, Speech and Language Therapy Service, Occupational Therapy Service, Physiotherapy Service, Specialist Teachers, other schools etc. The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Ditton Infant School are invited to discuss the progress of their children twice a year and targets for the following term are shared. In Term 6 all parents will receive a written end of year report. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Class Provision Map.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better.

From this point onwards, the pupil will be identified as having special educational needs (SEN Support) because special educational provision is being made. Parents will be actively supported to contribute to assessment, planning and review and support will be recorded on a Personalised Plan. If a child has an Education, Health and Care Plan then the support will be recorded on a Provision Plan.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made readily accessible for parents via the Inclusion Manager.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of child-centred planning, as appropriate to the stage of development of the child. This will be led by the class teacher. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Ditton Infant School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the Inclusion Manager and/ or Head Teacher in the first instance to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care Plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- Access to local authority's service level agreement with Specialist Teachers / Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Educational Psychology Service, Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO, eg SENCO Forum.

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Information Advice and Support Kent (IASK) provides a free and confidential information, advice and support service for parents of a disabled child or a child with special educational needs and to children and young people up to the age of 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on
HELPLINE: 03000 41 3000
Office: 03000 412412
E-mail: iask@kent.gov.uk
<http://www.kent.gov.uk/iask>

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Ditton Infant School we work closely with the educational settings used by the pupils before they transfer to us to seek the information that will make the transfer as seamless as possible. For example, visits will be arranged with our feeder pre-school settings, with teachers/ practitioners and SENCOs, as appropriate, will meet to discuss any needs and ensure provision that has been put in place to ensure a smooth transition.

We also contribute information to a pupil's onward destination by providing information to the next setting. **For example, visits may be arranged with the next settings and key staff may meet to discuss a child's needs, thus ensuring provision is in place to ensure a smooth transition.** At the end of Key Stage 1, most of our children will move on to Ditton CofE Junior School, which shares the same site as Ditton Infant School. The Inclusion Manager also works across both schools and there is strong collaboration between leadership and staff, which is very beneficial. Year 2 children have opportunities to visit the Junior School for activities throughout the year, which helps them to feel more at home once they move to year 3.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the Inclusion Manager for support to gain the information they require.

Next review on January 2020

Appendices

1. Class Provision Map
2. Interventions Record for Parents
3. SEN Support Personalise Plan
4. Pupil Profiles
Further Pupil Profile designs are available from:
<http://www.sheffkids.co.uk/adultsite/pages/onepageprofilestemplates.html>
5. EHCP Provision Plan
6. SEN Provision Menu

Appendix 1



Ditton Infant School
Class Provision Map

Class:		Teacher:		Term / Year:		
QUALITY FIRST STRATEGIES:						
INTERVENTIONS:						
Pupils	Assessment before the Intervention	Group Size	Intervention	Freq / Duration / Staff	Intervention Target and Date for Review	Assessment after the Intervention and Next Steps

Appendix 2



Ditton Infant School

Interventions Record for Parents

Name:		Class:		Term / Year:		
QUALITY FIRST STRATEGIES:						
INTERVENTIONS:						
Intervention	Assessment before the Intervention	Group Size	Intervention	Freq / Duration / Staff Involved	Intervention Target and Date for Review	Assessment after the Intervention and Next Steps
Strategies for home:						
<p><i>Examples:</i></p> <p><i>Visit the library as often as possible – take out CDs and DVDs as well as books. Encourage your child to borrow a range of books, both fiction and non-fiction, which you know will interest him/her.</i></p> <p><i>Read with your child every day, with a real focus on talking about what has been read. Ask him/her questions about the text and encourage him to show you where the answers can be found in the book. Ask what might happen next and how people in the story might feel, etc.</i></p> <p><i>Encourage your child to write for a purpose at home, for example helping to write the shopping list, writing a list of programmes to watch on the TV, writing notes to remind you of things to do at home, writing a weekly planner or a weekend planner.</i></p> <p><i>Practise counting in 2s, 5s, 10s, 3s, 4s, etc.</i></p> <p><i>Practise times tables and also work on the inverse division facts.</i></p> <p><i>When you go shopping, talk with your child about the quantities of things you buy. Let him/her estimate the weight of fruit and vegetables. Let him/her handle money and work out how much things cost and how much change he/she will receive.</i></p> <p><i>Look at car registrations and numbers on street signs – add and subtract numbers with them.</i></p>						
Parent's signature:					Parent / Guardian	
Date:					Next Review Date:	

Appendix 3

Ditton Infant School
[Name], Year [x]
 SEN Support Personalised Plan started on [date]

1. The Outcome I am working towards				
2. What I need to help me (resources)		<i>3. Resources/training for which funding has been applied/agreed</i>		
4. Ways to help me best (strategies)				
5. Extra support I need (intervention)	6. How often I need this, for how long & who will provide it	7. What I need to achieve by the next review	8. How well did it work?	Date
In-year meeting 1	Provider signature	Young person/parent/carer signature	Comments	Date

In-year meeting 2	Provider signature	Young person/parent/carer signature	Comments	Date
In-year meeting 3	Provider signature	Young person/parent/carer signature	Comments	Date



Appendix 4a

What people like and admire about me...



Photo

What makes me happy



How I want to be supported





Appendix 4b

What people like and admire about me...



Photo

What makes me happy



How I want to be supported



[Full Name's] EHCP Provision Plan (created on _____)

1. The Outcome I am working towards.	Outcome (_):			
2. Changes that will be made to the National Curriculum or my course.				
3. What I need to help me. <i>(resources)</i>		<i>4. Resources/training for which funding has been applied/agreed</i>		
5. Ways to help me best. <i>(strategies)</i>				
6. Intervention I need, who recommended it and minimum time required	7. Who will provide this and when.	8. What I need to achieve by the next review (short term target).	9. How well did it work? <small>(At each review the school must insert new row below each intervention row. This is where details of any agreed adjustment to provision and/or targets should be inserted)</small>	Date
				Date
				Date
				Date

In-year meeting 1	Young person/parent/carer signature:	Provider signature:	Comments	Date
In-year meeting 2	Young person/parent/carer signature:	Provider signature:	Comments	Date
In-year meeting 3/Annual Review	Agreement/disagreement and signatures to be recorded on the Annual Review form			Date

Appendix 6



Ditton Infant School

Provision Menu

Intervention	Information about intervention	Success Criteria: how impact will be measured *Note standardised tests may not be repeated before the recommended time period has elapsed
Early Learning Skills		
Supported Focused Early Play and Language Skills	1:1 or small group	Progression against Development Matters criteria
Speech and Language		
Speech Sound Programme (SALT)	Usually 1:1	SALT targets & review
Speech Sound Programme (SpeechLink)	1:1 or small group if targets aligned	*SpeechLink retest
Language Programme (SALT)	Usually 1:1	SALT targets & review
Language Programme (LanguageLink)	1:1 or small group if targets aligned	*LanguageLink retest
Pre-Teach Vocabulary	1:1 or small group	Child can explain meaning of key vocabulary
EAL Language Support	1:1 or small group	*LanguageLink retest
Phonics		
Rapid phonics	1:1	% accuracy on phonics screening or % accuracy of phonic phase phonemes in written work
Reading		
Minute reading	1:1	% accuracy on book band or *target reading age
Better Reading Support	1:1	% accuracy on book band and/or *improved reading age and/or end of term data for reading
Text Detectives (Comprehension)	Small group	*Improved comprehension age and/or end of term data for reading
Pre-teach text	1:1 or small group	Child familiar with text before encountering it in class
Writing and Spelling		
Practice of Independent Spelling Strategies	1:1 or small group	Catch Me Card for using spelling strategies in independent writing signed at least <i>once</i> a day
Maths		
Numbers Club	1:1 or small group	% accuracy eg in recognising numbers <i>x to y</i> in a variety of forms or children to be able to order numbers and count objects using 1:1 correspondence with % accuracy
Intervention	Information about intervention	Success Criteria: how impact will be measured

		*Note standardised tests may not be repeated before the recommended time period has elapsed
Metacognition and Learning Skills		
Working Memory Programme	1:1 or small group	Improved digit span assessment score
Auditory Memory Programme	1:1 or small group	*Improved CoPS score
Visual Memory Programme	1:1 or small group	*Improved CoPS score
Challenge Group	Small group	End of term data shows accelerated progress in identified curriculum area and attainment gap is closing
More Able Group	Small group	End of term data shows child remains within exceeding band in identified curriculum area
Physio / OT / Sensory / Motor Skills		
Physiotherapy Programme	1:1	Physio targets & review
Occupation Therapy Programme	1:1	OT targets met
Sensory Circuit	1:1 or small group if sensory needs aligned	Child achieves a calm, alert state ready for learning after each circuit
Clever Fingers Programme	1:1 or small group	Children to form % of their letters correctly so that they are legible across all pieces of writing.
BEAM Programme	1:1 or small group	Completion of programme with improved skills
Wellbeing and Involvement		
Confidence / Self-Esteem / Involvement Programme	Small group	Increase in Leuven Scale Involvement score and/or child will put up their hand and make at least one oral contribution in every whole class teaching/small group session
Friendship / Social Skills Programme	Small group	Increased engagement with peers and/or fewer recorded disputes at playtime
Active Listening Skills Programme	Small group	Increase in score for listening assessment and
Talk Time / Nurture Support	1:1	Increase in Leuven Scale Wellbeing score and/or pupil's own rating using appropriate questionnaire at start and end of intervention
Personalised Activity Box	1:1	Time out / down time enables child to engage with learning
Transition Support (year group or key stage) Programme	1:1 or small group	Child makes successful transition to new class or key stage
Nurture Club – supported play in small group setting	Small group	Reduced behaviour incidents at play/lunch time and child ready for learning in subsequent lessons
Pastoral Support Plan	Group around the child	PSP targets met within agreed timeframe