

Special Educational Needs and Disability Policy

Version	Issue 6
Created	March 2014
Approved by Governors	October 2016
Review Cycle	Annually
Reviewed	September 2016 September 2017 September 2018 September 2019 November 2020 March 2021 November 2021 September 2022 September 2023 December 2024 September 2025
Next Review	September 2026
Source	JL

Contents

1. Named SENDCo.....	3
2. Aims.....	3
3. Definition of Special Educational Needs	5
4. Governing Body	7
5. Roles and Responsibilities:.....	7
6. Identifying and Addressing Special Educational Needs:.....	13
7. Individual Education Plans:.....	19
8. Progressing to Statutory Assessment:.....	199
9. Annual Reviews of Educational Health Care Plans:	22
10. Working in Partnership with Parents:	23
11. Transitions.....	23
12. COMPLIANCE.....	24
Appendix 1 – Cognition + Learning	25
Appendix 2 – Communication + Interaction.....	26
Appendix 3 – Social, Emotional + Mental Health.....	27
Appendix 4 – Physical + Sensory	28
Appendix 5 – Accessibility Plan.....	Error! Bookmark not defined.

1. Named SENDCo

The named SENDCo (Special Educational Needs and Disabilities Co-ordinator) for the school is **Mrs Julie Lee**.

2. Aims

The policy explains how Paddox Primary School makes provision for the inclusion of pupils with Special Educational Needs and Disabilities (SEND), in line with its ethos and the requirements outlined in the SEND Code of Practice (2014/15) and The Equality Act (2010).

At Paddox Primary School, we are committed to offering a curriculum that enables our pupils to flourish whatever their level of need or ability. Not all pupils with disabilities have special educational needs, and not all pupils with SEND meet the definition of disability, but this policy covers all of these pupils.

Pupils have Special Educational Needs if they have a learning difficulty which calls for additional support or resources to be made accessible for them.

Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any additional support or resources to be made for them.



The aim of our Special Educational Needs & Disability Policy is to ensure that:

- We identify and assess children with SEND as early as possible.
- All procedures for identifying children with SEND are known and understood by everyone.
- We provide scaffolding support within a balanced and broad curriculum, in a way that supports children with SEND.
- Records relating to SEND, which are clear, accurate, up to date and known to all, follow the child through the school,
- We raise staff awareness of and expertise with SEND through in-service training.
- We work in partnership with parents to support them in understanding the additional educational needs of their child.
- We maintain close links with the support services and other professionals and agencies, including:



- All children are given access to the curriculum at an appropriate level and each child's learning and achievements are maximised at every stage of their primary school career.
- There is appropriate and relevant resourcing for SEND.



3. Definition of Special Educational Needs

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

“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.”

Learning difficulties or disabilities may be causing one of our pupils to make less progress than that expected of their age group, and therefore their additional needs must be addressed and provided for. ‘Special educational provision’ means the additional support put in place by staff at school to help remove any ‘barriers’ to learning and support them with any learning difficulties they are experiencing.

These difficulties may be sensory, linguistic, cognitive, physical, social or emotional and some pupils may have complex needs, which cover a range of difficulties. Paddox strives to address all of the needs of its pupils to ensure they make progress.

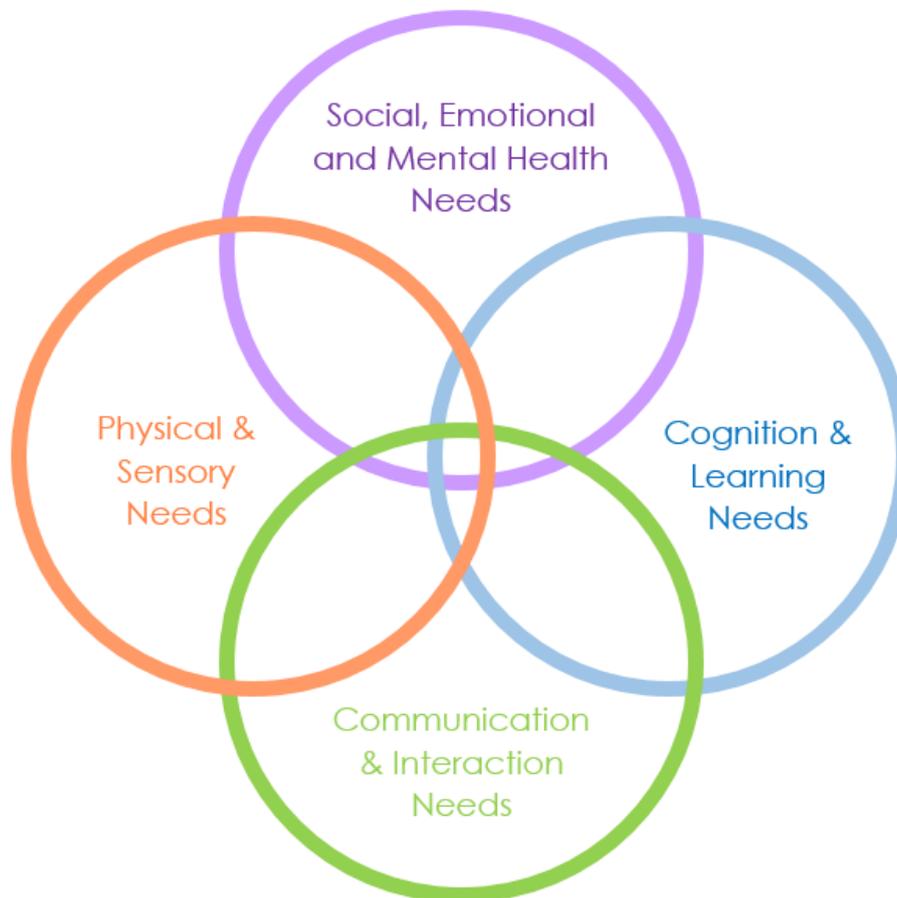
Although there are acknowledged links – in some instances – with pupils who have English as Additional Language (EAL) needs, this is a separate to SEND and is addressed by the teacher responsible for EAL provision. Children with EAL should not be regarded as having SEND, although pupils with EAL may also have SEND.

Paddox Primary School follows the Department for Education’s revised code of practice for SEND, which focuses on meeting the additional needs of our children in the classroom, and ensures that all staff understand,

‘All teachers are teachers of children with special educational needs.’
(SEND Code of Practice pg. 44).

It is important to note that all staff have the responsibility of meeting the needs of each individual in their class to the best of their ability. If there is a concern, a referral to the SENDCo should accompany a structured and well-differentiated teaching program.

The SEND Code of Practice identifies **four broad areas** of special education need:



Please see **Appendices 1-4** at the end of the policy for:

- More information about what type of difficulties are encapsulated by these four broad areas of need
- The wide range of support on offer at Paddox for each area of need.

Please see **Part 6** of the policy for the graduated approach Paddox follows when identifying and addressing additional needs.

4. Governing Body

A member of the Governing body, Kimberley Preston, takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

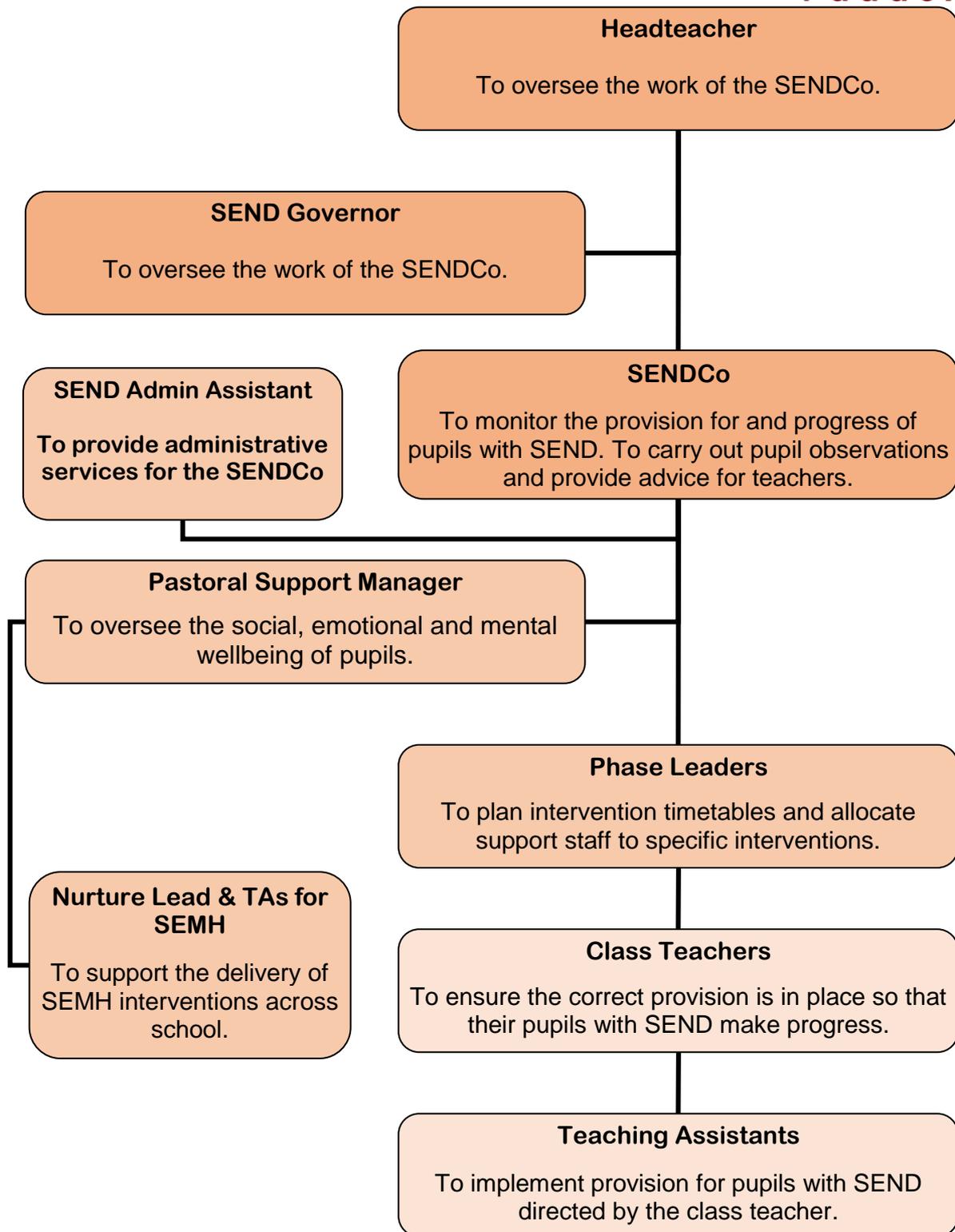
The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as being in need of it. The range of support made available in the school each year in response to identified need is found in the Learning Plans section on InSight.

The Governing Body follows [Warwickshire's admissions criteria](#), which does not discriminate against pupils with additional educational needs or disabilities. Warwickshire's admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

5. Roles and Responsibilities:

At Paddox, provision for pupils with SEND is a duty for all staff. Specific roles and responsibilities with regard to additional needs are designated in the following way:

Primary Roles and Responsibilities:



Please see pages 9-12 for details of further responsibilities.

Headteacher:



Paddox

- To allocate roles and responsibilities to staff so that special educational needs are met and monitor and support the work of the SENDCo.
- To ensure that the needs of children with SEND are met within the school.
- To allocate finances and resources to meet the needs of all children with SEND and disabilities.
- To report to governors on the needs of the SEND children in her care.
- To ensure that parents and children are involved in discussions on targets and progress.

SENDCo:

- To play a key role in delivering the strategic development of the SEND policy and provision.
- To oversee the day-to-day operation of the school's SEND policy.
- To monitor the needs of SEND and other vulnerable children together with the Headteacher, Pastoral Team and class teachers.
- To establish and update the school's SEND register, Provision Map and electronic 'SIMs' records.
- To monitor individual records which are kept on an Individual Learning Plan on InSight.
- To liaise with and seek advice from appropriate outside professionals, and allocate their time effectively for the benefit of the children.
- To support class teachers in the production of Learning Plans and monitor the effectiveness of interventions, ensuring all pupils with SEND make continued progress.
- To provide advice for staff in regard to appropriate resources and support strategies.
- To ensure that all staff follow the correct procedures as documented in the SEND Code of Practice.
- To organise and chair EHCP annual reviews, following local authority guidance.
- To provide and lead CPD sessions for class teachers and support staff.
- To keep their own skills and knowledge updated by attending appropriate training courses.
- To support SEND provision at Brambles, chairing EHCP annual reviews in the same format as the Paddox pupils, with the support of the Lead Teacher for Brambles.

Pastoral Support Manager:



Paddox

- To oversee the emotional well-being of children in school in liaison with staff.
- To work in collaboration with SENDCo to ensure pupils' SEMH needs are fully met, particularly those surrounding mental health and well-being.
- To liaise with outside professionals to ensure their Social, Emotional and Mental Health needs of the children and families are fully met.
- To support the work of the Learning Mentor.

Learning Mentor:

- To support the emotional well-being of children in school, in liaison with the Pastoral Support Manager.
- To work in collaboration with parents to support them with external agencies, such as Early Help and the Family Information Service.
- To monitor pupil attendance and support families where necessary.

Nurture Lead:

Also carries out intervention with children on a 1:1 basis as directed by the Pastoral Support Manager.

- To support the work of and liaise with the Pastoral Support Manager and the SENDCo where necessary.
- To plan for and lead the Saplings Nurture Group, a specialist provision for children with significant SEMH needs.

Phase Leaders:

- To oversee and plan interventions for pupils on the SEND register.
- To work with the SENDCo to deploy support staff for specific interventions.
- To monitor intervention records kept by support staff.

Class teachers:

- To provide 'Quality First Teaching' strategies and scaffolding to meet the needs of all children in their lessons.
- To identify potential additional needs of individual children in their class and refer them to the SENDCo, following the Paddox referral system (see section 6).
- To know which pupils in their class are on the SEND Register and which stage of the Code of Practice each child is at and be accountable for their progress.



Paddox

- To produce Individual Learning Plans including any advice from the SENDCo, STS teacher or other outside agencies where appropriate, for children on the SEND register.
- With parents, to review and update the outcomes of Learning Plans three times per year using the InSight system.
- To set targets for interventions, and carefully monitor progress and impact, and subsequently change them if necessary.
- To ensure the provision outlined in their pupils' EHC Plans is implemented, and their outcomes are reviewed termly in the form of a Learning Plan review.
- To ensure TAs are supporting pupils in their class, as directed.
- To ensure that the Headteacher, SENDCo and other colleagues are aware of children's needs.
- To provide learning experiences which are appropriate to the needs of the child.
- To attend appropriate INSET and courses.
- To be fully aware of the school's SEND policy.

Teaching Assistants:

Under the guidance of the class teacher to:

- Carry out activities and learning programs planned by the class teacher, SENDCo, Phase Leaders or outside agencies.
- To keep records of this work as requested and liaise closely with the class teacher about the progress the child is making in relation to the targets set.
- To support children in class or by withdrawing individuals and small groups, as appropriate.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEND policy.

Governors:

- A named governor to have responsibility for the implementation of the SEND policy. This is Kimberley Preston.
- All governors to be fully involved in developing and monitoring the SEND policy.
- To have up to date knowledge about the school's SEND provision, including funding.
- To know how equipment and staff are deployed.



Paddox

- To ensure that SEND provision is an integral part of the School Development Plan.
- To ensure that financial resources are available to carry out the SEND policy.
- To ensure the quality of SEND provision is continually monitored.
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Headteacher, SENDCo and staff.

At Paddox, we subscribe to the Specialist Teacher Service (STS), who support Paddox pupils and the SENDCo on a weekly basis.

Specialist Teacher (provided through the Specialist Teacher Service):

- To support the work of the SENDCo.
- To provide expertise and advice for all staff when requested.
- To work with parents to support the needs of their child.
- To carry out a range of learning assessments or observations to highlight specific difficulties a pupil might be experiencing, and provide strategies for teachers to use in school to help the pupil make progress.

We also subscribe to Dr Rachel Lander (Educational Psychologist) from Nurturing Progress for a limited number of sessions per academic year. Warwickshire Educational Psychologist Service (EPS) support with the assessment of need as part of the EHCP process.

Educational Psychologists (EPS and Nurturing Progress):

- To support the work of the SENDCo and lead teacher of the Brambles Resource Provision.
- To provide advice for Education, Health and Care Plan applications and assessments.
- To support parents, pupils and staff with specialist school placements.

6. Identifying and Addressing Special Educational Needs:

At Paddox we follow a 'Graduated Approach' - as outlined in the SEND Code of Practice (6.44, pg. 100) - to identifying and meeting the Special Educational Needs of our pupils.

The level of required support identified for a pupil is categorised into three types:

Universal

This level is also known as **Quality First Teaching**; teaching that emphasises high quality, inclusive teaching for all pupils in a class. It describes the support which is available to **all** pupils. It includes (but is not limited to) adaptations to teaching styles and resources (such as a visual timetable) to ease anxiety or help with letter formation.

Targeted

This is the level of support which will be received by **some** pupils if they do not make expected progress with universal provision in place. It includes interventions to support numeracy skills, reading, spelling or fine/gross motor skills. At this support level, a pupil may not have an identified special educational need.

Higher Needs

This is the highest level of support pupils can receive at school. It is also known as **specialist support** and is for pupils with an identified special educational need or disability. It might include a specialist intervention, such as a bespoke social skills programme or Play Therapy.

In order to ensure the correct level of support is provided, we follow a four-part cycle known as **assess-plan-do-review**, whereby earlier decisions and actions are revisited, refined and revised.

Stage 1

Step 1: Assess



- Our teachers identify a pupil who has made limited progress or is demonstrating behaviours that could be associated with an additional educational need (eg. sensory processing issues, communication difficulties etc.)
- They raise any initial concerns with parents - are they seeing similar behaviours or difficulties at home?

Step 2: Plan

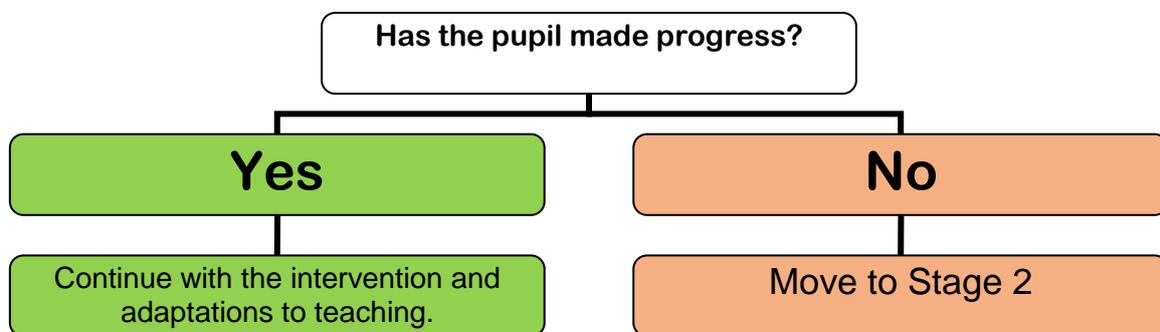
- Teachers discuss the pupil and their needs with the appropriate Phase Leader and, if appropriate, put them forward for a relevant intervention for one half term. This is recorded on intervention timetables. If an intervention is not required, teachers will record any adaptations eg Now and Next board, made to support the child within the classroom environment.

Step 3: Do

- Teaching assistants and teachers closely monitor and record the progress made during an intervention and within the classroom.
- Teachers adapt their teaching style and record what they do.

Step 4: Review

- The teacher reviews the progress at the **end of the half term** with the support of the teaching assistant.





Stage 2

Step 1: Assess

- Teachers inform parents that the pupil has not made expected progress with the support of adaptations to their teaching or a particular intervention.
- Following discussions with parents, a referral to the SENDCo is made.
- The SENDCo will conduct an assessment, which might include an observation.

Step 2: Plan

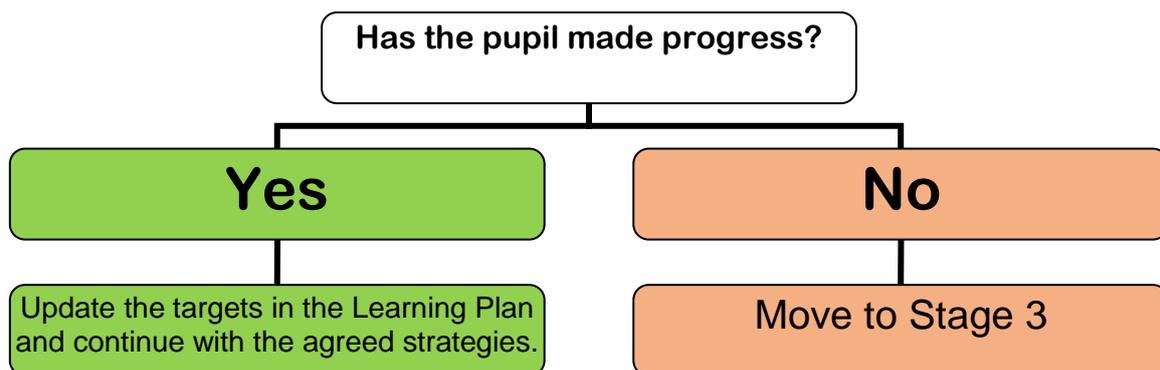
- The SENDCo will provide the teacher with a range of suggestions following their assessments and observations.
- A meeting will be held with parents to discuss an **Individual Learning Plan (Part 7 of the policy)**, and whether it would be appropriate to add the pupil to the **Special Educational Needs register**, which is a record of the pupil's needs and the support they receive.

Step 3: Do

- Teachers and support staff implement the agreed strategies and work towards the targets written in the pupil's Learning Plan.

Step 4: Review

- **At the end of the term**, the teacher reviews the progress of the pupil with the support of the SENDCo.



Stage 3

Step 1: Assess

The SENDCo and/or teacher will contact parents to discuss a referral to an appropriate outside agency for advice and support through an observation and assessment, including:

Specialist Teacher Service (STS)

Dr Rachel Lander – Nurturing Progress (Educational Psychologist)

Speech and Language Therapy (SALT)

Integrated Disability Service (IDS)

- Hearing Impairment (HI) team
- Vision Impairment (VI) team
- Complex Needs team

Step 2: Plan

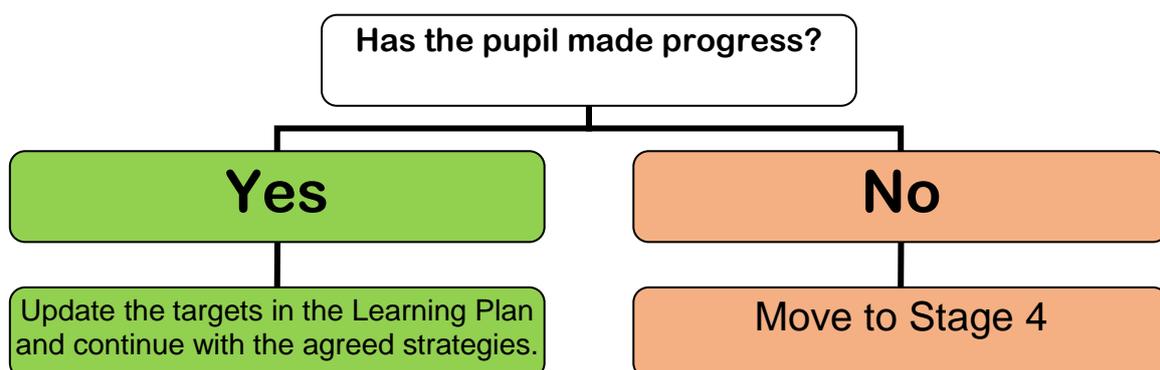
- The outside agency will write a report and provide the school with a range of strategies and targets to help inform the pupil's Learning Plan and interventions.

Step 3: Do

- Teachers and support staff implement **2 to 3 of the agreed strategies at a time** and work towards the targets advised by the specialist.

Step 4: Review

- **At the end of the term**, the teacher reviews the progress of the pupil with the support of the SENDCo.



Stage 4



Step 1: Assess

- If the pupil hasn't made progress after one half term only, the teacher will try **2 to 3 of the other strategies** recommended by the outside agency.
- If the pupil hasn't made progress after a term, the SENDCo will request a review from the outside agency.

Step 2: Plan

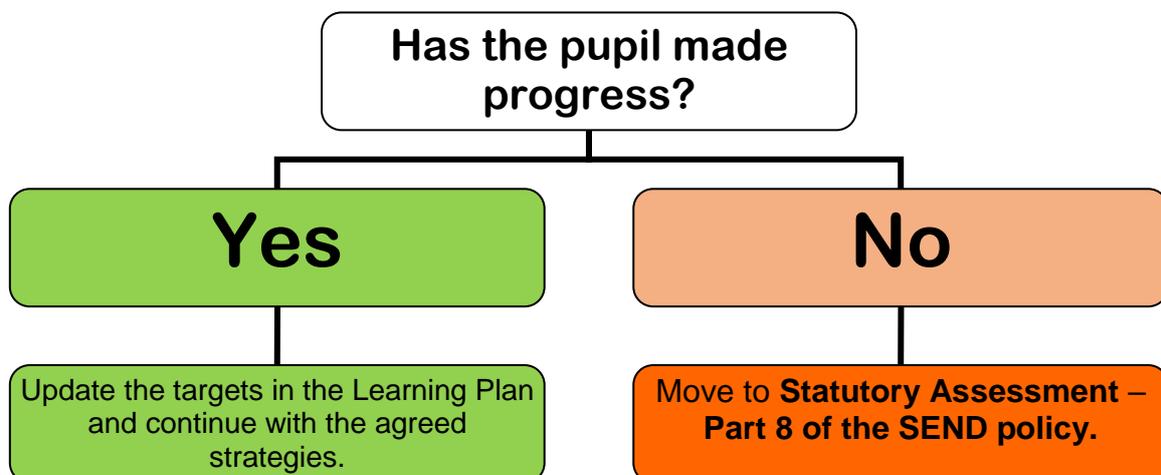
- The outside agency will conduct a thorough review of the support in place for the pupil and provide the school with a range of new strategies and targets to help inform the pupil's Learning Plan and interventions.

Step 3: Do

- Teachers and support staff implement the agreed strategies and work towards the targets advised in the specialist's review report.

Step 4: Review

- **At the end of the term**, the teacher reviews the progress of the pupil with the support of the SENDCo.



Mental Well- Being and Emotional Support



Paddox

The Pastoral Support Manager (PSM, **Mrs Kim Clarke**) oversees the emotional well-being of children in school, with the support of a team of a Nurture Lead, and SEMH specialist HLTAs and Teaching Assistants.

A child may be referred to her by a member of staff, by a parent or, in some cases, through the child themselves. A referral form will be filled in and an appropriate form of action taken. This may take the form of 1:1 or small group work; working with the class teacher to put supportive plans in place, or it may be that outside agencies, such as a counsellor or RISE, are involved.

If outside agencies are recommended to be involved, parents or carers will be consulted, and the PSM will liaise with class teachers when appropriate. Just like the identification of SEND stages, the actions put in place will be reviewed. It may be that no further action is needed, that the actions are modified or that further action is needed.

In some cases the PSM, in consultation with the Headteacher and the SENDCo, may recommend that the child is put on the SEND register. A meeting will be arranged with parents or carers, and an IEP will be drawn up.

Alternatively it may be necessary to instigate the Early Help process.

Please see **Appendix 3** for the full range of agencies and professionals available to support SEMH needs at Paddox.

7. Individual Learning Plans



If a child is on the SEND register and requires individualized targets, the class teacher, with support from the SENDCo, will write an Individual Learning Plan which is stored on the electronic system Insight.

Where individualised targets are not appropriate, a Class Context Booklet page serves as a page of strategies to support a child with an additional need (eg. they require sensory breaks or a fiddle toy, advised by a professional).

These plans are reviewed at least three times per year by the class teacher and parents/carers, considering the child's views at an appropriate level. The Learning Plan review meetings will be aligned to Parents' Evening meetings and inform the child's new targets for the next term.

If a pupil is making good progress, the Learning Plan review can be used to consider removing a child from the SEND register. Alternatively, if targets have not been met and all the required support has been in place the review may be the first part of the process to move the pupil to the next step in the graduated approach in the school's process, for example to refer to an outside agency or to a request for Statutory Assessment.

There must be clear evidence of when Learning Plans have been reviewed and the outcomes of that review, including which targets have been met. New targets will then be set. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to Statutory Assessment.

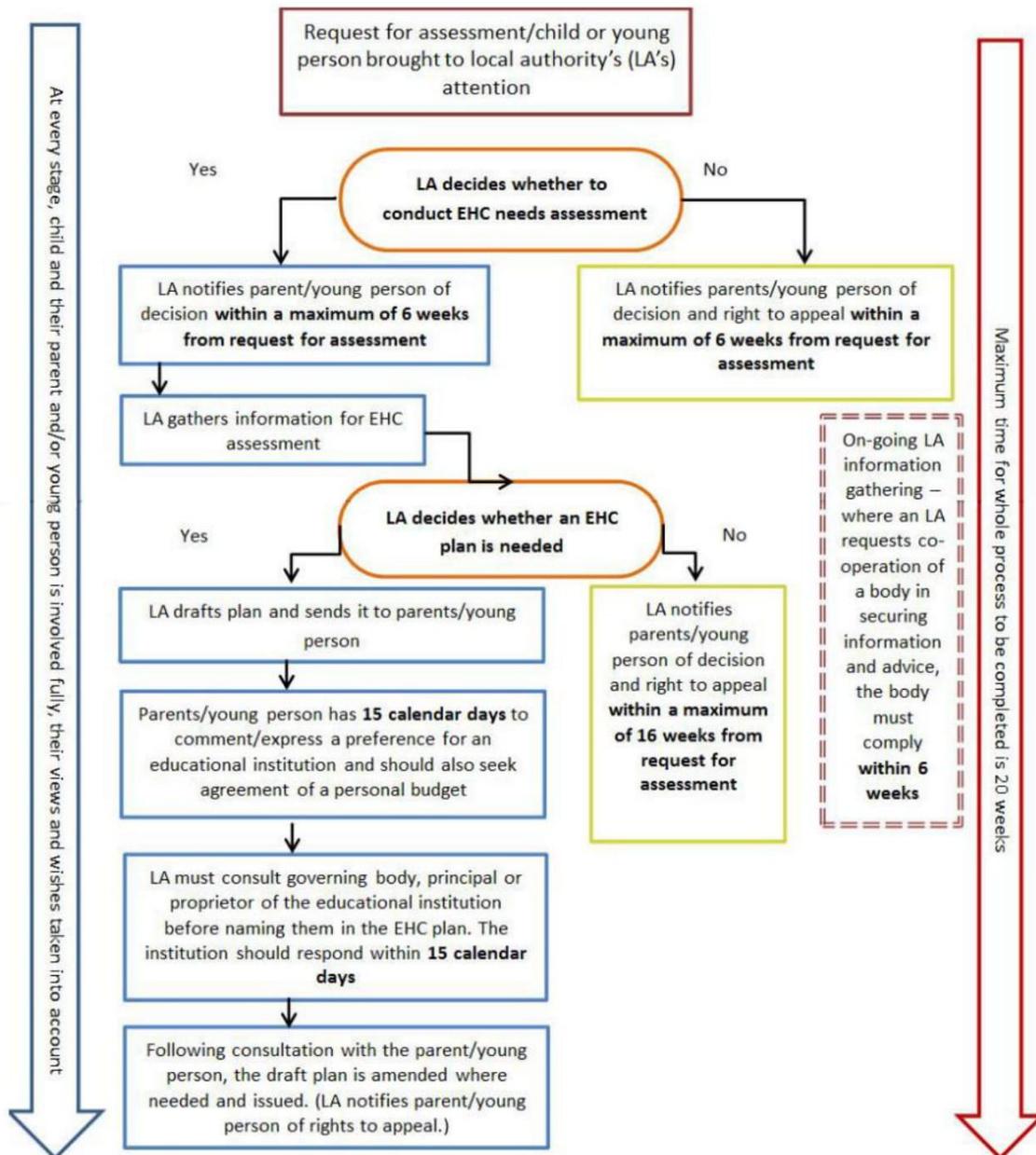
8. Progressing to Statutory Assessment for an Education Health and Care Plan (EHCP):

For a pupil with SEND who is not making expected progress, despite a period of support at SEND support level **for a minimum of two terms' worth of A-P-D-R**, with the agreement of the pupil's parents/carers, the school may request the Local Authority (LA) carry out a statutory assessment in order to determine whether it is necessary to write an **EHCP**; a personalised plan for pupils who need more support than is available through SEND support. EHCPs identify educational, health and social needs and set out the specific additional support required to meet those needs.



Statutory timescales for EHC Assessments and EHCP development

From page 154 of the SEND Code of Practice (2015)



This document is available as a PDF from:

<https://api.warwickshire.gov.uk/documents/WCCC-1090-190>



The Application Process

The school is required to **submit evidence** to SENDAR (Special Educational Needs and Disability Assessment and Review - part of the LA), whose weekly Moderation of Assessments Panel decides whether or not the pupil's need can continue to be met from the resources normally available to the school (**known as SEND support level**).

Warwickshire's criteria for an EHC Needs Assessment can be found here:

<https://www.warwickshire.gov.uk/sendocs> (SEN03).

Based on whether SENDAR believe the pupil's needs meet the criteria outlined above, SENDAR will decide to proceed with Statutory Assessment or not.

If the panel agrees to proceed with Statutory Assessment, it is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, an EHC Plan is drawn up.

The class teacher, in conjunction with the SENDCo, is then responsible for implementing the EHC Plan to meet the objectives set out in it. The targets and provision will be reviewed termly and an 'Annual Review' (**see Part 9 of the policy**) will be held to review the EHC Plan.

Should SENDAR decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and a Learning Plan.

If the Panel choose to not assess, parents/carers can opt to appeal their decision through the 'mediation' process. Information about this process is provided to parents by the LA directly. Paddox Primary School cannot appeal on behalf of the child or the parents/carers, however they can support the mediation process with relevant documentation and additional information.

Who can apply?

In most cases, the school SENDCo will apply for an EHCP on behalf of the pupil, however should parents feel it necessary they can apply for an assessment themselves.

Further information about EHC Plans and other SEND provision can be found via the [SEND Local Offer for Warwickshire](#).

9. Annual Reviews of Educational Health Care Plans:

If a child has an EHCP, it must be reviewed annually using a Person-Centred approach. For more information about what to expect during an annual review in Warwickshire: <https://api.warwickshire.gov.uk/documents/WCCC-600065477-296>

The Annual Review will be chaired by the SENDCo or the Specialist Teacher who has supported the pupil previously. Reports will be submitted by the Class Teacher, Teaching Assistant and anyone else working with the child, for example the Speech and Language Therapist. The parents' and the child's views will also be recorded.

All agencies working with the child will be invited to the annual review. If there are concerns about the progress or behaviour of a pupil with a Plan then an Annual Review can be held at any time during the year and more than one can be held in the course of a year.

The annual review can be used to:

- Request additional support for the pupil.
- Request changes to the EHCP outcomes.
- Alert the LA of an expected change to educational setting (eg. from Primary school to Secondary school).
- Review the appropriateness of the school setting in the unfortunate event of a pupil with an EHCP facing permanent exclusion – an annual review **MUST** be held prior to an exclusion meeting.
- Request that the EHCP is no longer maintained as the pupil has made significant progress and the plan is no longer appropriate.

In the case that a parent is dissatisfied with the provision in their child's EHCP, they should raise it with the Class Teacher in the first instance. The child's Class Teacher and SENDCo will work closely with parents at all stages in his/her education, and will always strive to resolve any issues as promptly and efficiently as possible.

Parents of pupils with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The schools' **complaint procedures** are available on the school website.

10. Working in Partnership with Parents

At Paddox, we aim to ensure we have the invaluable input of parents throughout all stages of identifying and addressing any additional needs our pupils may have.

By doing this in partnership with parents, we can:

- Identify and intervene as early as possible
- Ensure the continuing social and academic progress of our pupils
- Guarantee personal and academic targets are set and reviewed effectively

The SENDCo may also signpost parents of pupils with SEND to the local authority's parent support service: [SENDIAS](#) who provide advice, information and support on matters relating to SEND and aim to work in partnership with parents, children and young people in order to achieve positive outcomes.

All parents/carers can also access support through the Local Offer ([SEND Local Offer for Warwickshire](#)).

11. Transitions

The school liaises closely with feeder Nurseries and any records for children with already identified SEND needs are passed on. We also hold focused discussions with Nursery staff and parents, as appropriate, about the best way to support these children in transition to Reception. For some children, additional transition visits can be arranged to support a successful transition into Reception.

The school also liaises with secondary schools and the year 6 teachers meet with the heads of Year 7 to discuss children's individual needs and all relevant records are passed on. Provision is made for any child who the school feels may need extra support with this process and parents' and children's wishes and views are considered.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

12. COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEND Information Report Regulations (2014) (see www.SENDgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEND Information Report)



Appendix 1 – Cognition & Learning Graduated Approach

Cognition + Learning Pathway

Paddox Primary School

Once we have identified a pupil with a learning difficulty, we follow this **pathway**:

Level 1: Universal Provision

This is support provided by all teachers and teaching assistants.

It includes, but is not limited to:

- Broad and balanced curriculum
- Differentiated tasks
- Quality-First Teaching
- Target Setting
- Scaffolds/Writing frames
- Regular reviews of targets following assessments
- Identifying and removing any barriers to learning

Level 2: Targeted Provision

This is support that is targeted and specific to a pupil's learning needs.

Targeted support including, but not limited to:
Provision from SENDCo strategy sheets implemented.
Intervention to focus on a specific skill, eg. spelling.
Supported in adult-led group lesson tasks.
Annual programme of targeted interventions.

Level 3: Higher Needs Provision

This is learning support recommended by a specialist professional.

Outside agency	Support including, but not limited to:
Specialist Teacher Service	Single Needs Assessments and detailed advice/strategies for class teachers.
Educational Psychologist	Cognitive Assessments and detailed advice/strategies for parents and teachers.

Priority 1:

Pupils with an EHCP and identified C+L needs.

Priority 2:

Pupils on the SEND register with C+L needs.
Pupils on the PP register requiring C+L support.

Priority 3:

Pupils 'working within' the bottom 20% of their year group.
Pupils working outside of their PAG.

Class teachers are expected to use the **SEN strategy sheets** to address any needs they think a child might have.

After implementing and reviewing the strategies, the class teacher makes a referral to the SENDCo.

If the SENDCo feels it is necessary, a referral to an **outside agency** will be made.

Termly **Pupil Progress Meetings**, attended by the SENDCo, ensure that all pupils are discussed and any additional needs that have not been previously been highlighted are addressed.

Cognition and Learning encapsulates an extensive range of needs that affect our pupils' ability to learn at the typical pace of their year-group peers.

Running alongside these levels, we consider the following **priorities** when allocating pupils to a provision:



Appendix 2 - Communication & Interaction Graduated Approach

Communication + Interaction Pathway

Once we have identified a pupil with a communication or language difficulty, we follow this **pathway**:

Level 1: Universal Provision

This is support provided by all teachers and teaching assistant.

It includes, but is not limited to:

Visual timetable	Broken-down instructions	Word Banks
Aided language displays	Clear speech	Social Stories
Picture and Word mats	Talking Tins	iPad for dictation

Level 2: Targeted Provision

This is support that is targeted and specific to a pupil's communication or language needs.

Targeted support including, but not limited to: SALT intervention (from SALT and SALT assistants) delivered by TAs. Time to Talk intervention. Social Skills and Understanding intervention. Spelling, Reading or Writing support for Hearing or Vision Impairment.

Level 3: Higher Needs Provision

This is learning support recommended by a specialist professional.

Outside agency	Support including, but not limited to:
Specialist Teacher Service (STS)	Communication and Interaction support for children with ASC and the Vision Impairment Team.
Speech and Language Therapist	Weekly sessions with a SALT assistant. Annual reports and visits from a SALT.
Integrated Disability Service (IDS)	Hearing and Complex Needs Team to provide strategies and support for children with hearing loss.

Communication and Interaction encapsulates speech, language and communication needs (SLCN). Children with SLCN may struggle with forming or hearing correct speech sounds, or recognise language used by others.

Running alongside these levels, we consider the following **priorities** when allocating pupils to a provision:

Priority 1:

Pupils with an EHCP and identified C+I needs.
Pupils new to reception who didn't attend preschool/nursery.
Pupils with an autism diagnosis.
Pupils with a sensory impairment.

Priority 2:

Pupils on the SEND register with S+L needs.
Pupils awaiting an autism diagnosis.

Priority 3:

Pupils requiring general support with 'social interactions' but with no specific identified SLCN.

It is likely that children with SLCN are identified at preschool prior to starting at Paddox, however if they didn't attend Nursery then reception staff will need to identify a SLCN and alert the SENDCo as soon as possible.

If necessary, a referral to a **Speech and Language Therapist (SALT), STS or IDS** will be made by the SENDCo.



Appendix 3 – Social, Emotional & Mental Health Graduated Approach

Social, Emotional and Mental Health encapsulates a range of needs that affect our pupils' ability to regulate their emotions and behaviour. They show 'inappropriate' responses to the emotions they are feeling.

SEM Pathway

Once we have identified a pupil with an SEMH need, we follow this **pathway**:

Level 1: Universal Provision and midday supervisors.

This is support provided by all teachers, teaching assistants and midday supervisors.

It includes, but is not limited to:

- Emotion Coaching + PACE approach
- Jigsaw PSHE Lessons
- Attachment-Aware Behaviour Policy
- Classroom Toolkit
- In-Class Friendship Repairing

Level 2: Targeted Provision

This is support provided by a member of the Paddox Pastoral Team.

Delivered by:	Example interventions
Mrs Clarke	Art Therapy, Drawing + Talking, Anxiety Support, Anger Support, Separated Families, Transition Support, etc.
Miss Mills	
Mrs Fatania	

➡

Level 3: Higher Needs Provision

This is therapeutic support provided by a trained professional.

Delivered by:	Therapy
Reanne Texeira	Play Therapy
Maria Robinson	New Level Therapy (counselling)
Nurture-Trained staff	Saplings Nurture Group

Priority 1:

Pupils with an EHCP and identified SEMH needs.
Pupils at risk of exclusion.
Pupils who are CLA, CIN or have social care involvement.

Priority 2:

Pupils on the SEND register with SEMH needs.
Pupils on the PP register requiring SEMH support.
Pupils who are previously looked after.
Pupils whose families are open to Early Help.

Priority 3:

Pupils with historical social care involvement.
Pupils involved with Encompass Alerts.
Pupils demonstrating highly infrequent, or 'one-off' episodes of emotional dysregulation.

Running alongside these levels, we consider the following **priorities** when allocating pupils to a provision:

Phase Leaders, who are responsible for pastoral needs in their phases, meet weekly with the Assistant Head Teacher for Pastoral Support.

Members of the Paddox Wellbeing Team then meet every week to identify and discuss in detail any new cases, as well as reviewing those currently receiving SEMH support. Referrals to our **Pupil Support Worker** are made if children are at risk of exclusion, and a **Pastoral Support Plan** is written.

Referrals to **outside agencies**, such as the Educational Psychology Service and RISE, are often made when pupils require access to Level 3 provision.



Appendix 4 – Physical and Sensory Graduated Approach

Physical + Sensory Needs Pathway

Once we have identified a pupil with a sensory or physical need, we follow this pathway:

Level 1: Universal Provision
This is support provided by all teachers and teaching assistants.

It includes, but is not limited to:

- Writing Slopes
- Fiddle Toys
- Chew Toys
- Wobble/Air Cushions
- Theraputty
- Squishable Aids
- Therabands for chairs
- In-Class Movement Breaks

Level 2: Targeted Provision
This is support that is targeted and specific to a pupil's physical or sensory needs.

Targeted support including, but not limited to:

- Access to Sensory Circuits.
- Specified/time-tabled out-of-class movement breaks.
- Vision Impairment software.
- Dyslexia tools and software (eg. Nessy)
- MOVES intervention
- NHS Fine Motor Skills OT intervention

Level 3: Higher Needs Provision
This is support recommended by a specialist professional.

Outside agency Specialist Teacher Service (STS)	Support including, but not limited to: Sensory Assessment Screen can be requested from the Vision Impairment Team.
Integrated Disability Service (IDS)	Support from the Hearing and Complex Needs Team. Support for children with complex P+S needs, eg. Down Syndrome.
Occupational Therapist	Sensory Assessment available at a cost, and support with fine and gross motor skills.
Physiotherapist	Support with any physical/mobility needs or impairments.

Physical and Sensory Needs encapsulates any conditions where the pupil is unable to access the school environment without additional support. For example, they might have a sensory impairment (vision/hearing loss) or processing need (related to their autism) or a physical disability.

Running alongside these levels, we consider the following **priorities** when allocating pupils to a provision:

Priority 1:

Pupils with an EHCP and identified P+S needs.
Pupils with a diagnosed mobility or sensory impairment.
Pupils diagnosed with ADHD or autism.

Priority 2:

Pupils on the SEND register with P+S needs.
Pupils awaiting an ADHD or autism diagnosis.

Priority 3:

Pupils demonstrating a specific, infrequent sensory need.
Pupils recovering from a temporary mobility need (eg. broken bone).

It is likely that children with a long-term physical or sensory need will be supported by NHS specialists who will advise us on how best to support our pupils in the school environment.