



CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

ONE BODY, MANY PARTS

SEND Policy and Information Report 2025-2026



Written	January 2025 (Mrs Clay SENDCO)		
Approved by	Pupil Affairs	Meeting Date	6 th March 2025
Ratified	Full Governing Body	Meeting Date	13 th March 2025
Review cycle	Annually		
Next review	March 2026		

Mission Statement

Corpus Christi Catholic Primary School exists to provide educational and spiritual opportunities through which every member of its community may be encouraged to strive for excellence and be helped towards developing those talents given to them by God.

1. Aims and intent

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Within Corpus Christi Catholic Primary School we aim to provide a safe, happy and caring environment in which individuals have the opportunity to develop their spiritual, moral, intellectual, emotional, aesthetic, social and physical potential.

We aim to provide our children with the knowledge, concepts, skills and attitudes, which will enable them to take their full place in the community and add to their success in life.

We aim to foster within the children a sense of self respect, esteem and motivation, responsibility and consideration for others and the environment, and to help our children to become more spiritually aware by encouraging a love of God and love of one another.

We aim to provide equal opportunities for all.

Inclusion statement

Corpus Christi school is committed to the spiritual, academic and social development alongside the physical and emotional wellbeing of all its pupils. Our commitment is to the needs of every child and this policy addresses our responsibility for those children with special educational needs and disabilities, whether long or short term.

We believe that all children should have an equal opportunity to attend our school and we value every individual and celebrate their achievements. We are committed to identifying and responding to individual needs and making reasonable adjustments where necessary.

To this end we take action to promote inclusion, which is reflected in policies, planning, curriculum delivery and the recording and reporting of achievement.

The staff at Corpus Christi are committed to the inclusion of all pupils. Therefore, we:

- Provide an environment which enables every pupil to be safe and healthy.
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being.
- Enable every pupil to make a positive contribution to their school and community.
- Identify and respond to pupils' diverse and individual needs.
- Identify and overcome potential barriers to learning.
- Set suitable learning challenges for every pupil.

2. Legislation and guidance

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 (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs J Clay (senco@corpusprimaryleeds.org)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and

provision within the school.

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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 the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs and speaking and listening skills.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Following discussion with parents in identifying a child as needing SEND support and being placed on the school's SEND register, the class teacher working with the SENDCo carries out a clear assessment of the pupil's needs. This is carried out using the teacher's assessment, understanding and knowledge of the pupil, their previous progress and attainment, as well as information from our core approach to pupil progress, attainment, and behaviour. It also draws on the individual's development in comparison to their peers, national data, the views and knowledge of parents, the pupil's own views and, if relevant, advice from external agencies. Where it is decided to provide a pupil with SEND support, parents are informed. The teacher and SENDCo agree in consultation with the parent and the pupil the adaptations, interventions and support to be

put in place as well as the expected impact on progress, development or behaviour. All teachers and support staff who work with the pupil are made aware of their needs, individual targets and any teaching strategies or approaches that are required. These are all outlined in the pupils' Learning Support Plan.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulties.
- We take into account the parent/ carer concerns and views.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will notify parents when it is decided that a pupil will receive SEND support.

In addition to our parent consultation evenings and reporting arrangements at which the SENDCo is always available for further discussion and support, there will be opportunities to discuss a child's Special Educational Needs and as well share Learning Support Plans at other SEND review meetings. If a child has Speech, Language or Communication difficulties parents can request an assessment by the Speech and Language Therapist (SALT). Parents will be informed of the outcomes and if support is necessary, they will receive regular updates of progress. Parents will be informed if an outside agency referral is needed and they will be involved in the process wherever possible in order to get the best possible support for their child. The SENDCo or a child's class teacher are also available to discuss SEND pupil's progress and next steps. The school also offer parent training/ learning events and workshops.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the **graduated approach** and the four-part cycle of **assess, plan, do, review**.

Assess

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

The progress of all children in school is tracked closely using a range of methods. Using an online tracking system, progress is monitored each term. In addition, B squared assessments in some areas of the curriculum, will be used for identified pupils, to demonstrate smaller steps in progress. Pupils identified as SEND in the Foundation Stage will be assessed against the developmental outcomes. In some cases, pupils may also be assessed using the Developmental Journal, Stages Not Ages or progression framework to assess pupils' life skills. The Engagement Profile and Intensive Interaction records may also be used to produce evidence of progress and next steps for pupils with more complex needs.

Plan and Do

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

Review

We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress. If a pupil has a learning support plan, this will be reviewed each term or more frequently if this is deemed appropriate. Parents are invited in to review targets and new targets set.

Pupils will be removed from the SEND register after a review where all parties are in agreement that additional support is no longer needed.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to.

Transition arrangements are very carefully considered by working with the child's new class teacher or new school staff. The involvement of the child and parents in these arrangements are firmly established in the excellent practice of our school. These are overseen by the SENDCo and senior leaders. Provision is planned to ensure that children make all transitions as smoothly, confidently and happily as possible. When a pupil is moving school, we will ensure that we pass on all information to the school's SENDCo so they are aware of any special arrangements or support the pupil needs. We will ensure that any pupil records are passed on as soon as possible. Where an EHCP is in place, a preference for their educational setting will be made during the annual review process the year prior to their transition to high school. This enables the local authority to consult and request placements at the preferred school.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Corpus Christi Catholic Primary School quality teaching enables all children to access the curriculum which is adapted to meet the needs of every child. If a child has complex, specific or general learning needs they may have a Learning Support Plan or Individual Behaviour Plan (IBP) which details special arrangements. Pupils may be taught in smaller teaching groups, withdrawn from class for specialist intervention programs or work 1 to 1 with an adult. Additional specialised resources may also be provided including the service of Catholic Care counsellor, a Catholic Care Educational Psychologist (EP) Speech and Language Therapist (SALT) and TNCP Cluster support.

Cause for support forms identify provision that can be put into place at Universal, Targeted and Personalised level. Please see Appendix 1 for these.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, scanning/ reading pens, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Allowing all pupils to access all aspects of the 'school day' please see accessibility plan for more detail

5.8 Additional support for learning

We have learning support assistants working in each class; some classes have additional teaching assistants depending on the SEND need and additional funding attached to these pupils. All support staff are trained to deliver interventions such as Lego therapy, social stories, paired reading, phonics and maths consolidation.

Learning support assistants may support pupils on a 1:1 basis when the pupil is in receipt of additional FFI funding from the local authority or, in exceptional cases, when the school agree that it is required to ensure the safety of the child or others within school.

Learning support assistants will support pupils in small groups when it is agreed this is appropriate in order to teach specific skills to increase the rate of progress.

Children in school receive support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- Other staff in school including the SENDCo
- Staff who visit the school from STARS or the SEND and Inclusion team (SENIT)
- Speech and Language Therapy (SALT) or Speech and Language Therapy Assistant (SALTA)
- Catholic Care Social Worker
- Occupational therapy
- Educational Psychologist (EP) advice and support
- Physiotherapy, medical experts and other outside agencies
- TNCP Cluster support e.g Emotional Wellbeing work, Kicks mentoring
- MindMate Support Team
- Area Inclusion Partnership support (AIP)

5.9 Expertise and training of staff

Our SENDCo has over 12 years experience in this role and has worked as SENDCo and KS1 and KS2 class teacher in two other schools. She also achieved the National SENDCo award within the first three years of becoming a SENDCo and has recently achieved a level 5 Diploma in Specialist literacy Teaching through Dyslexia Action.

The SENDCo is allocated three days a week to manage SEND provision and attends SLT meetings.

We have a team of Learning support assistants, who are trained to deliver SEND provision.

In the last academic year, staff have been trained in autism, intensive interaction, lego therapy and use of visuals including comic strip conversations, phonics, use of clicker to support writing, diabetes monitoring and administration, asthma and epi pen monitoring and administration and epilepsy.

We use specialist staff for some speech, language and communication interventions and for counselling sessions.

When working in school, all staff are offered coaching and often work alongside professionals such as the speech and language therapist and educational psychologist in order to develop their skills and understanding. When staff access additional training off site or via e – learning courses this is cascaded down in the means of staff training sessions, allowing all staff to have the most up to date information. Also, the school have received recent additional whole staff training such as the Autism Education Trust training and whole staff training from the Educational Psychologist. We have a speech and language therapist employed to work one day a week and a Speech and Language assistant who is also employed one day a week. This resource is used to enable assessments and observations to take place, for delivery of interventions as well as also coaching, modelling and information sessions for both staff and parents.

5.10 EHCP Process

EHCP applications can be made by parents or by the school if we feel we have enough evidence to support this from the graduated approach.

The Leeds EHCP Transformation Programme aims to streamline EHCP processes, ensuring they are timely, effective, and focused on children's needs. It links EHCPs directly to funding by aligning identified needs with resource allocation, creating a transparent and equitable framework. This ensures funding decisions are evidence-based and support schools in meeting the needs of pupils with SEND.

[Education, health and care needs assessments and plans](#) – link for information and advice

[EHC Plans](#) – SENDIASS advice page

5.11 Securing equipment and facilities

The SENDCo works with outside agencies, teachers, support staff, parents and pupils to ensure evidence is collected to ensure additional funding can be granted through EHCPs. Any additional funding received is used to pay for learning support assistants and other resources which enable pupils to progress in school.

5.12 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 - 10 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Pupil progress is monitored rigorously using both teacher and more formalised summative assessment. From tracking progress, we evaluate how effective our provision is. Learning Support Plans are reviewed regularly allowing evaluation of specific provisions for individuals, also B Squared is used for identified pupils as an assessment tool to allow all school staff to know how effective interventions are. The Head Teacher reports on all aspects of the school to governors. In addition, the SENDCo reports to governors on SEND provision and shares additional information where appropriate with the identified governor Mr Sto Tomas.

5.13 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We are an inclusive school where everyone is valued. All children with SEND are supported to access our curriculum and enhancement activities including educational visits, residential visits, extra - curricular clubs and activities and sporting events, including inclusion events. Reasonable adjustments are made to ensure inclusion and risk assessments are undertaken for many activities, highlighting any special provision in place to ensure that all pupils can access the activity in a safe manner.

No pupil is ever excluded from taking part in these activities because of their SEND or disability, however we will always consult with parents to ensure the pupil is not distressed and adapt experiences if necessary.

The school's accessibility plan is available to see on the school website under 'key information'

<https://www.corpusprimaryleeds.org/key-information/accessibility-plan>

This sets out the school's aims to work towards improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services the school provides and improving the availability of accessible information to disabled pupils

Admission arrangements for SEND pupils

The admission of pupils with an Education, Health & Care Plan is dealt with by a completely separate procedure. Children with an Education, Health & Care Plan that names the school must be admitted. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children.

For more information on SEND admissions, please see the admissions policy on the school website

<https://www.corpusprimaryleeds.org/key-information/admissions>

5.14 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council, bistro buddies, corridor cops, arts council, sports council or eco warriors
- The whole school are working on skills builder partnership to develop the eight Essential Skills of **listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and**

teamwork are the ultimate transferable skills

- Pupils with SEND are also encouraged to be part of after school clubs and lunch time sports coach sessions in the playground to promote teamwork/building friendships
- Pupils with SEND are able to access Catholic Care counselling sessions with our Catholic Care counsellor

We have a zero-tolerance approach to bullying.

5.15 Working with other agencies

We have excellent partnerships with a range of professionals who provide us with specialist advice. Following discussion with parents, referrals are made to the appropriate team. These include, but are not confined to, Educational Psychologists, Speech and Language Therapists, School Nursing, Cluster therapeutic play workers, Cluster parent support, SENIT (Special Educational Needs Inclusion Team) and Catholic Care counselling services. The school has employed a speech and language therapist and speech and language assistant and an educational psychologist to work additional hours within school. Outside professionals who are linked with the school usually work with a child to gather information. This will enable them to assess a child's needs and advise the school on new and appropriate targets for a child's personalised plan. They will be able to provide advice on the ways in which the school can help a child achieve the targets that are set. Following the receipt of advice from outside agencies, a copy of the report will be sent home along with an invitation for parents to come and discuss it with the SENDCo. All staff supporting this child will have the appropriate training.

5.16 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher/SENDCO/Headteacher in the first instance. They will then be referred to the school's complaints policy.

5.17 Contact details of support services for parents of pupils with SEND

School Padlet: School have a SEND information and support 'Padlet' which allows access to relevant information and support for parents, this can be found at : <https://padlet.com/jclay23/ixbhxgz7pc8moo2v>

SENDIASS: <https://SENDiass.leeds.gov.uk/> T - 0113 3785020 for SEND parent advice and support

Mindmate Spa single point of access: <https://www.mindmate.org.uk/im-a-professional/leeds-mindmate-single-point-access/>

5.18 Contact details for raising concerns

Mrs W Walsh - Head Teacher

Mrs J Clay - SENDCO

5.19 The local authority local offer

Our contribution to the local offer is: <https://www.corpusprimaryleeds.org/key-information/special-educational-needs> (SEND offer)

Our local authority's local offer is published here: <https://leedslocaloffer.org.uk/#!/directory>

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs J Clay **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

Accessibility plan <https://www.corpusprimaryleeds.org/key-information/accessibility-plan>

Behaviour policy <https://www.corpusprimaryleeds.org/key-information/behaviour>

Equality information and objectives <https://www.corpusprimaryleeds.org/key-information/policies>

Complaints policy <https://www.corpusprimaryleeds.org/key-information/policies>

Admissions policy <https://www.corpusprimaryleeds.org/key-information/admissions>

Supporting pupils with medical conditions policy
<https://www.corpusprimaryleeds.org/key-information/special-educational-needs>

Appendix 1



**CORPUS CHRISTI CATHOLIC
PRIMARY SCHOOL**
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Cause for support t - Cognition and learning

Name _____ Year group _____

Support	Assessments, modifications, adjustments and interventions	In place?
Universal	<ul style="list-style-type: none"> Differentiated curriculum planning, activities, delivery and outcomes (success criteria) 	
	<ul style="list-style-type: none"> Differentiated (personalised) teaching including questioning, teaching styles and approaches 	
	<ul style="list-style-type: none"> Access to support from both the class teacher and LSA on a regular basis 	
	<ul style="list-style-type: none"> Positive praise linked with skills builder curriculum 	
	<ul style="list-style-type: none"> Smiley points and awards given 	
	<ul style="list-style-type: none"> Class visual timetable 	
	<ul style="list-style-type: none"> Classroom displays containing vocabulary to support learning 	
	<ul style="list-style-type: none"> Access to active learn, Nesy, Reading Eggs, Times Tables Rock Stars - timetabled sessions and password sent home 	
	<ul style="list-style-type: none"> Scaffolding resources e.g. word banks, picture word banks, writing frames with sentence starters 	
	<ul style="list-style-type: none"> Increased time to complete a task and respond to questions 	
	<ul style="list-style-type: none"> Reduce number of tasks 	
	<ul style="list-style-type: none"> Strategic seating plan e.g., role model for paired talk 	
	<ul style="list-style-type: none"> Visual aids e.g., checklists/ symbols 	
	<ul style="list-style-type: none"> Classroom resources labelled with words and symbols and easily accessible 	
	<ul style="list-style-type: none"> Access to laptop/ ipad to reduce barriers to learning including use of immersive reader function 	
	<ul style="list-style-type: none"> Additional reading schemes - Phonic readers KS2 Read Write Inc or Barrington stokes dyslexia friendly books, Dandelion launchers, Dandelion readers, Jelly and Bean schemes 	
	<ul style="list-style-type: none"> Phonic assessment where appropriate 	
	<ul style="list-style-type: none"> Pencil grip etc and other physical resources 	
<ul style="list-style-type: none"> Use of Clicker in lessons as alternative form of recording 		
Targeted	<ul style="list-style-type: none"> Visual stress test (coloured overlays assessment) coloured overlay used 	
	<ul style="list-style-type: none"> Support plan with specific targets 	
	<ul style="list-style-type: none"> Times Tables Rock Stars intervention group 	
	<ul style="list-style-type: none"> YARC reading test completed 	
	<ul style="list-style-type: none"> Paired reading intervention 	
	<ul style="list-style-type: none"> Additional phonic sessions 	
	<ul style="list-style-type: none"> Multisensory spelling intervention 	
	<ul style="list-style-type: none"> Phonological awareness intervention 	
	<ul style="list-style-type: none"> Nesy intervention group 	
	<ul style="list-style-type: none"> Working memory intervention 	
	<ul style="list-style-type: none"> Alphabet arc intervention 	
	<ul style="list-style-type: none"> Rapid read intervention 	
	<ul style="list-style-type: none"> Read write Inc intervention 	
	<ul style="list-style-type: none"> Use of Developmental journal/ B squared to assess and inform planning 	
	<ul style="list-style-type: none"> Use of dictation software/ own laptop for alternative recording 	
<ul style="list-style-type: none"> 1:1 adult support within class 		
Specialist	<ul style="list-style-type: none"> Referral to Catholic Care Educational Psychologist - cognitive assessment and observations 	
	<ul style="list-style-type: none"> SENIT referral - observation and consultation 	
	<ul style="list-style-type: none"> GL assessment Dyslexia portfolio assessments and follow up interventions delivered by specialist literacy teacher 	
	<ul style="list-style-type: none"> Assessment for maths related concerns e.g. Dyscalculia 	

Please ensure that all of the relevant strategies in the universal support category have been tried and tick to show which have been used.

Date concern logged with SENDCo:	Reading assessment	Writing assessment	Maths assessment
Area of concern		Further actions	
Completed by			Date



Cause for Support - SEMH (Social and Emotional Mental Health)

Name _____ Year group _____

Support	Assessments, modifications, adjustments and interventions	In place?	
Universal	<ul style="list-style-type: none"> Approach in line with the Positive Behaviour Management Policy Positive praise linked with skills builder curriculum Smiley points and awards given PSHCE sessions weekly Half termly Mind Mate lessons Strategic seating plan Differentiated curriculum planning, activities, delivery and outcomes (success criteria) Differentiated (personalised) teaching including questioning, teaching styles and approaches Access to support from both the class teacher and LSA on a regular basis Class visual timetable Timer used to improve focus Behaviour incidents recorded as yellow, amber or red incidents and shared with parents (behaviour policy) Restorative practice used following above incidents Now and next/ task boards Sensory audit where appropriate Talking mat to discuss pupil views Mindmate Support Team whole school/ class sessions, e.g. anxiety workshop 		
	<ul style="list-style-type: none"> Individual Behaviour support plan Individual daily home school chart with rewards for meeting IBP targets Group Catholic care nurture sessions Time out cards/choosing board Zones of regulation work My hidden chimp or Think Good, Feel-Good work Social interaction group with SaLT Start and finish box Individual seating area Family support within school Individualised strategies for de – escalation of regulating emotions e.g. Incredible 3 point scale Access to the nurture room and sensory space, timetabled sessions where appropriate Lego therapy/ social communication sessions delivered by LSA or SLT assistant Comic strip conversations work following incidents Social stories 		
	<ul style="list-style-type: none"> Individual Catholic Care counselling sessions Mindmate support team consultation request - CBT, parent led CBT, work on anxiety etc Positive behaviour plan Individual Pupil Risk assessment (IPRA) Cluster team referral and support e.g., Kicks, art therapy, EWB 1:1 work etc Cluster team referral for parental support Catholic Care Educational Psychologist observations, discussion and advice AIP outreach support - referral needed SENIT - Inclusion team - referral needed MindMate SPA referral CAMHS AIP alternative provision placement - referral needed Kooth (The Market place) 		
	Date concern logged with SENDCo:		
	Reading assessment		
	Writing assessment		
	Maths assessment		
	Area of concern		Further actions
	Completed by		Date



Cause for Support - SLCN (Speech, language and communication)

Name _____ Year group _____

Support	Assessments, modifications, adjustments and interventions	In place?
Universal	<ul style="list-style-type: none"> Differentiated curriculum planning, activities, delivery and outcomes (success criteria) 	
	<ul style="list-style-type: none"> Differentiated (personalised) teaching including questioning, teaching styles and approaches 	
	<ul style="list-style-type: none"> Access to support from both the class teacher and LSA on a regular basis 	
	<ul style="list-style-type: none"> Positive praise linked with skills builder curriculum 	
	<ul style="list-style-type: none"> Smiley points and awards given 	
	<ul style="list-style-type: none"> Class visual timetable 	
	<ul style="list-style-type: none"> Visual timetable/ now and next/ Objects of reference 	
	<ul style="list-style-type: none"> Classroom displays containing vocabulary to support learning 	
	<ul style="list-style-type: none"> Scaffolding resources e.g., word banks, picture word banks, writing frames with sentence starters 	
	<ul style="list-style-type: none"> Increased time to complete a task and respond 	
	<ul style="list-style-type: none"> Reduced number of tasks 	
	<ul style="list-style-type: none"> Chunking information to break it down, tick lists for pupils 	
	<ul style="list-style-type: none"> Visual aids e.g., checklists/ symbols/ now and next/ choosing boards - use of widget online where appropriate 	
	<ul style="list-style-type: none"> Classroom resources labelled with words and symbols and easily accessible 	
	<ul style="list-style-type: none"> Access to ICT to reduce barriers to learning 	
	<ul style="list-style-type: none"> Use of Clicker where appropriate 	
	<ul style="list-style-type: none"> Individual visual timetable / now and next 	
	<ul style="list-style-type: none"> Use of ear defenders, kick bands, wobble cushions, weighted back packs 	
	<ul style="list-style-type: none"> Use of social stories to develop desired behaviours 	
	<ul style="list-style-type: none"> Use of social stories to prepare for change 	
<ul style="list-style-type: none"> Use of development journal objectives to inform planning 		
<ul style="list-style-type: none"> Use of comic strip conversations 		
<ul style="list-style-type: none"> Reasonable adjustments to the school day 		
<ul style="list-style-type: none"> Planned movement breaks 		
Targeted	<ul style="list-style-type: none"> SaLT referral completed and assessment completed 	
	<ul style="list-style-type: none"> SaLT support plan in place - targets worked on in school with LSA or SLT assistant 	
	<ul style="list-style-type: none"> Colourful semantics group intervention - SLT assistant or LSA 	
	<ul style="list-style-type: none"> Lego therapy intervention SLT assistant or LSA 	
	<ul style="list-style-type: none"> Social interaction group with SLT Assistant or LSA 	
	<ul style="list-style-type: none"> First/ Next boxes / chart and adult instruction 	
	<ul style="list-style-type: none"> Pre teaching 	
	<ul style="list-style-type: none"> Incredible three point scale/ emotional regulation 	
	<ul style="list-style-type: none"> Access and timetabled sessions within the Sensory space 	
	<ul style="list-style-type: none"> Access and timetabled sessions within the Nurture room 	
Specialist	<ul style="list-style-type: none"> Additional adult support 	
	<ul style="list-style-type: none"> SaLT pathway referral e.g DLD SSI 	
	<ul style="list-style-type: none"> IPRA Individual Pupil Risk Assessment and positive handling plan 	
	<ul style="list-style-type: none"> Speech sounds intervention 1:1 with SLT assistant 	
	<ul style="list-style-type: none"> MindMate Spa referral 	
	<ul style="list-style-type: none"> CAMHS assessment 	
	<ul style="list-style-type: none"> STARS referral (ASC diagnosis only) 	
	<ul style="list-style-type: none"> STARS training and parent workshops 	
	<ul style="list-style-type: none"> Cluster team support - Referral 	
	<ul style="list-style-type: none"> Makaton - teaching specific actions 	
	<ul style="list-style-type: none"> Temptation tub activities leading to PECS 	
	<ul style="list-style-type: none"> Attention Autism sessions 	
	<ul style="list-style-type: none"> Sensory circuits 	
	<ul style="list-style-type: none"> 1:1 vocabulary/ grammar/ language sessions 	
	<ul style="list-style-type: none"> Intensive interaction sessions 	
<ul style="list-style-type: none"> ICT assessment e.g., for communication aid 		
<ul style="list-style-type: none"> Referral to Catholic Care Educational Psychologist 		

Please ensure that all of the relevant strategies in the universal support category have been tried and tick to show which have been used.

Date concern logged with SENDCo:	Reading assessment	Writing assessment	Maths assessment
Area of concern		Further actions	
Completed by			Date



Cause for Support – Sensory or Physical Needs

Name _____ Year group _____

Support	Assessments, modifications, adjustments and interventions	In place?	
Universal	<ul style="list-style-type: none"> Differentiated curriculum planning, activities, delivery and outcomes (success criteria) 		
	<ul style="list-style-type: none"> Differentiated (personalised) teaching including questioning, teaching styles and approaches 		
	<ul style="list-style-type: none"> Access to support from both the class teacher and LSA on a regular basis 		
	<ul style="list-style-type: none"> Positive praise linked with skills builder curriculum 		
	<ul style="list-style-type: none"> Smiley points and awards given 		
	<ul style="list-style-type: none"> Class visual timetable 		
	<ul style="list-style-type: none"> Visual timetable/ now and next/ Objects of reference 		
	<ul style="list-style-type: none"> Classroom displays and lay out audit - promoting accessibility and reduced sensory overload 		
	<ul style="list-style-type: none"> Sensory breaks timetabled/Movement breaks 		
	<ul style="list-style-type: none"> Chunking information to break it down , tick lists for pupils 		
	<ul style="list-style-type: none"> Equipment to be accessible 		
	<ul style="list-style-type: none"> Use of specialist equipment e.g. specialist chairs, ear defenders, laptops, writing slopes, wobble cushions, kick bands, pencil grips, fidget toys etc 		
	<ul style="list-style-type: none"> Access to ICT to reduce barriers to learning/ Use of Clicker where appropriate 		
	<ul style="list-style-type: none"> Use of social stories to prepare for change 		
	<ul style="list-style-type: none"> Robust transition between year groups 		
	<ul style="list-style-type: none"> Sensory box/ area within classroom where needed to allow for sensory breaks 		
	Targeted	<ul style="list-style-type: none"> Plans for 'keep up' not 'catch up' work due to missed learning 	
		<ul style="list-style-type: none"> Applications made for access arrangements for exams 	
<ul style="list-style-type: none"> Planned opportunities for all pupils to learn about a range of disabilities and conditions through planned weeks and PSHCE 			
<ul style="list-style-type: none"> Reasonable adjustments to the school day including in PE and other physical activities 			
<ul style="list-style-type: none"> Physiotherapy/ exercise sessions where appropriate (programmes shared from Physiotherapy) 			
<ul style="list-style-type: none"> Physiotherapist sessions/ observations and check ins 			
Specialist	<ul style="list-style-type: none"> Access and timetabled sessions within the Sensory space 		
	<ul style="list-style-type: none"> Access and timetabled sessions within the Nurture room 		
	<ul style="list-style-type: none"> Additional adult support including at playtimes and non-structured times where necessary 		
	<ul style="list-style-type: none"> Sensory profile where appropriate/ Pupil Passport 		
	<ul style="list-style-type: none"> Occupational Therapist check ins/ observations 		
	<ul style="list-style-type: none"> Referral to ICAN team – Occupational Therapy etc 		
	<ul style="list-style-type: none"> IPRA Individual Pupil Risk Assessment including additional IPRA's for school trips where necessary 		
	<ul style="list-style-type: none"> Cluster team support referral – EWB, Kicks 		
<ul style="list-style-type: none"> Sensory circuits 			
<ul style="list-style-type: none"> ICT assessment e.g., for communication aid 			
<ul style="list-style-type: none"> Individual Health Care Plan to be in place where necessary 			
<ul style="list-style-type: none"> Specialist advice from medical teams e.g Diabetes team, Physiotherapy team etc 			
<ul style="list-style-type: none"> Referral to Catholic Care Educational Psychologist 			

Please ensure that all of the relevant strategies in the universal support category have been tried and tick to show which have been used.

Date concern logged with SENDCo:	Reading assessment	Writing assessment	Maths assessment
Area of concern		Further actions	
Completed by			Date

