



**Hillside Primary School &
Nursery**

**Special Educational Needs
and Disabilities (SEND)
Policy**

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1. Special Educational Needs (SEND) at Hillside Primary School

Hillside Primary is an inclusive school, with a focus on a relational approach to behaviour and on developing positive social relationships. We aim to work positively and effectively with pupils, parents and other professionals to support pupils with a special educational need (SEND), to access and enjoy all aspects of school life. Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role.
- To work closely with external support agencies to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

2. Aims of the SEND Policy

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Provide information about the different areas of special educational need.
- Provide information about what support may look like in practice (provision maps)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Provide information about how parents can raise a concern or worry related to SEND.

3. 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

The SEND Information Report can be found on the school website on the SEND page.

4. Definition of SEND

A pupil has SEND if they have a learning difficulty or disability that 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.

5. Roles and Responsibilities

5.1 The SENDCO

The SENDCO is: Nora Ludden

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 (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

5.2 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

The SEND governor is Wendy James.

5.3 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

5.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Raising any concerns using the SEND referral form directly to the SEND team.
- Implementing a universal, targeted and bespoke curriculum, with support from the SEND team and other professionals, working with the pupil.
- Working closely with any support staff and/or specialist staff to plan and assess the impact of class-based provision and interventions, to support a holistic approach.

- Liaising and meeting with parents to discuss the pupil's provision and targets.
- Completing appropriate SEND paperwork for individual pupils.
- 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

6. SEND and SEND Information Report

6.1 Types of SEND

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, dyspraxia
- 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

6.2 Areas of SEND

The SEND Code of Practice identifies 4 different areas of special educational need. These are:

Communication and Interaction

The SEND Code of Practice describes communication and interaction needs as:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

The SEND Code of Practice describes cognition and learning needs as:

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

The SEND Code of Practice describes social, emotional and mental health needs as:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and Physical

The SEND Code of Practice describes sensory and physical needs as:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

6.3 Identifying Pupils with SEND and Assessing their Needs

Children with SEND are identified by one of the following assessment routes; all of which are part of the overall approach to monitoring progress of all pupils.

- Class teachers are continually aware of children's learning. If they observe that a child, as advised in the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which 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. This could link to one of the four areas of need or in some circumstances more than one are of need as set out in the section 6.2.
- If a child is identified as not making progress or there is a general concern relating to an area of need, despite high quality teaching, a SEND referral can be made directly to the SEND team. The SEND referral form is included in Appendix 1.
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously. Frequently, the concern can be addressed by quality first teaching and some parental support. Although the school can identify special educational needs, and make provision to meet those needs, the school cannot offer diagnoses. Other agencies can offer support in this regard, and the school can discuss this with parents on an individual basis.
- A child's needs may be known prior to attending the school, having been identified by other professionals, e.g., Health Visitors or by other settings.

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 universal offer, or whether something different or additional is needed.

6.4 The SEND Team

The SEND team is part of the Inclusion Team and includes:

Nora Ludden: SENDCO



In the first instance, parents should raise any concern, relating to SEND, with the class teacher. This is because all teachers are teachers of children with SEND and your child's class teacher knows them best.

The SEND team are available on the following email address:

SENDforparents@hillsideprimary.co.uk

This email address will provide an initial receipt and a member of the SEND team will aim to respond within 5 working days. The class teacher will always be informed of the received emails and in some circumstances, it will be appropriate for the class teacher to respond to the parent in person.

6.5 Consulting and Involving Pupils and Parents

The class teacher will have an early discussion with the pupil and their parents when identifying a potential SEND and their views will be recorded on the SEND referral form. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns and views
- Everyone understands the information recorded on the SEND referral form
- Everyone is clear on what the next steps are

A copy of the SEND referral form can be provided for the parent's records.

We will formally notify parents when it is decided that a pupil will be recorded on the SEND register. If a child is added to the SEND register, the child's class teacher will meet with the parents to discuss the support planned. This could be class-based support and/or intervention-based support. The class teacher will share the SEND paperwork with the parents and child and will invite them to record their views. The SEND paperwork can include one or more of the following documents. Examples of these documents are shown in the appendices.

- A Wellbeing Plan – Appendix 2

- A Risk Assessment – Appendix 3
- An Intimate Care Plan – Appendix 4

Thereafter, parents and children are invited to a review the progress that their child has made and discuss further targets and next steps.

6.6 Assess, Plan, Do Review

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

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 relation to their baseline assessments and in comparison, to their peers.
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Class teachers will document a planned approach for the pupil, which will set targets and outline the provision, access arrangements and strategies to support the child. The class teacher and support staff will implement the plan. In some instances, this may involve other school-based staff, such as the SEND Team, a member of pastoral staff or another member of support staff. The class teacher will review the plan termly. The Assess, Plan, Do Review Cycles are contained in Appendix 5.

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. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

6.7 Transitions and Transfer of SEND files

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and we will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example: •

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classrooms environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places to go into a transition booklet.
- Additional visits can be arranged outside of school hours where it is appropriate to do so. We will share information with the school, college, or other setting the pupil is moving to.

Transition to secondary school

Transition arrangements for year 6 pupils going to secondary school begin in the spring term of year 6. Meetings are held between the primary school's Assistant Head – SEND and Inclusion and Yr 5/6 Phase Leader and the secondary school's SENCO and relevant staff. Regular visits are made between the two schools. Additional arrangements can be made in individual cases.

Transfer of SEND files

The school will hold a child's SEND paperwork in a folder. This could include the individual support plans, written by class teachers, information from other professionals who have worked with the child over their time at the school and health documentation or other documentation that has been shared with the school by the parent. This information will be transferred to the new school. Our aim is to do this within 5 working days of receiving notification of the child's attendance at the new school.

6.8 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. We believe that children learn best with the rest of their class, being taught by the class teacher, therefore high-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated, and access arrangements will be in place for some pupils, where this is appropriate.

Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND and disabilities are entitled to be taught by their class teacher. Teachers aim to spend time each day working with children with SEND, individually or as part of a group. When

allocating additional Learning Support Assistants to support children, the focus is on outcomes, rather than hours.

We aim to put in sufficient support to enable the child to reach their targets, but without developing a learning dependence on the adult. Our aim is that our classrooms are inclusion friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, autism and other needs. This is good practice to support all children but is vital for those who particularly need it. All our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. Class Teachers are responsible for ensuring that the curriculum is accessible to pupils as part of high-quality teaching.

More information about interventions can be found on the provision maps for each area of need in Appendix 6.

SEND Paperwork and the provision for pupils with SEND is monitored by SEND Team.

6.9 Adaptations to the Curriculum and Learning Environment

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

- Differentiating our curriculum to ensure all pupils can 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, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

More information can be found in the provision maps (Appendix 6). The school's accessibility plan can be found on the school website.

6.10 Additional support for learning

Learning Support Assistants (LSAs) are deployed based on the needs within a particular class or cohort. The deployment of LSAs is reviewed by SLT regularly.

Some of our LSAs have specific training and are deployed specifically based on the training and the children's needs. This includes LSAs who have had specific training in speech and language and in emotional literacy.

We work with a number of different professionals to support children's needs. This includes NHS Speech and Language, Communicate Speech and Language, NHS Occupational Therapy, Specialist Education Services (SES), Greenlight Trust, Educational Psychology Services, Education Welfare Officers. This is not an exhaustive list.

6.11 Staff Training

All staff receive training from Trauma Informed Schools (TIS). All staff have access to Creative Education training, which includes SEND subjects. Our Learning Support Assistants have weekly training on a range of subjects, including developing knowledge of different types of need such as dyslexia, autism and how to implement specific provision such as workstations. Specialist training is provided as required and over the last academic year has included working with SES to raise awareness of autism and to implement zones of regulation in classrooms. Training is ongoing and is regularly reviewed by the senior leadership team.

6.12 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions such as Emotional Literacy Session, Read, Write Inc. Phonics. The timeframe for review is different based on the type of intervention and the area of need.
- Discussing the child's views and the parents' views of progress
- Monitoring by the SEND Team
- Holding annual reviews for pupils with EHC plans
- External auditing of the SEND provision

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

All our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on any residential trip.

All pupils are encouraged to take part in sports day, school plays and sports events.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Access and Mobility

Hillside school is set over two floors. There is an easy access toilet available on the ground floor and the corridors are wide. The ground floor is accessible for a wheelchair user and classrooms can be relocated to the ground floor if necessary. Other reasonable adaptations to the physical environment will be made, as appropriate, to accommodate specific needs. The accessibility plan can be found on the school website

6.14 Support for Improving Emotional and Social Development

The school follows a trauma informed schools (TIS) approach to supporting children's social and emotional wellbeing. The behaviour policy is relational with a focus on restorative practice.

We have three Emotional Literacy Support Assistants (ELSAs) who have completed training and provide individual and group sessions for children who need support in this area.

The school uses a TIS model – PRRR – Protect, Relate, Regulate, Reflect/Repair within each wellbeing plan. The aim is to ensure that consideration has been given to how we can best protect a child's time at school by considering what they need as part of their daily routine. This approach also focuses on building positive relationships, co-regulating with children and building in time to reflect and repair where appropriate.

All staff have completed training with TIS, and 4 members of staff have completed the TIS Diploma and are Trauma and Mental Health Informed Practitioners.

The Inclusion Team can provide support to families through the Common Assessment Framework (CAF) and identifying support through the early help team within the local authority or through signposting to other agencies such as Family First.

The school, parents or child's GP can refer to the Emotional Wellbeing Hub for further support in relation to emotional wellbeing and mental health needs. The school and the parents can co-produce a referral to the Neuro-Developmental Pathway. Further Information can be found on the websites below:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/health.page?healthchannel=1>

<https://www.barnardos.org.uk/what-we-do/services/suffolk-neurodevelopment-pathway>

The school's Mental Health Lead is: Nora Ludden.

6.15 Working with other agencies

The school can make referrals to other agencies such as Specialist Education Services (SES), NHS Speech and Language Therapy, NHS Occupational Therapy will always be discussed with the parents and signed consent will be sought on the referral paperwork.

6.16 Complaints about SEND provision

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. The complaints procedure can be found on the school's website, or a hard copy is available at the school office.

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

Suffolk Special Educational Needs and Disability Information Advice and Support Service (SENDiass) provide free, confidential and impartial information, advice and support about special educational needs and disabilities (SEND) for children, young people, parents and carers. Contact details for SENDiass are below:

<https://suffolksendiass.co.uk/>

01473 265210

6.18 The Local Authority Local Offer

Our local authority's local offer is published here:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannel=0>

This website contains information, support and services for children and young people with a special educational need and/or disability

7. Monitoring arrangements

This policy and information report will be reviewed by: Nora Ludden **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

8. Links with other policies and documents

This policy links to the following documents Accessibility plan

- Behaviour policy
- Safeguarding Policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

provision for the pupil.

EAL/Not EAL

First Language:

School Start Date:

Current Ac. Yr. Attendance

Area of Need – Indicate whether the area is the primary area or a secondary area of need

Area of Need	Code of Practice Information	Primary/ Secondary
<p>Communication and Interaction</p>	<p>Communication and interaction</p> <p>6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>6.29 Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>	
<p>Cognition and Learning</p>	<p>Cognition and learning</p> <p>6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>	

<p>Social, Emotional and Mental Health</p>	<p>Social, emotional and mental health difficulties</p> <p>6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> <p>6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.</p>	
<p>Physical and Sensory</p>	<p>Sensory and/or physical needs</p> <p>6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).</p> <p>6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>	
<p>Concern (give details of main areas of concern):</p>		

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Assessment Data

Subject	Previous (provide date)	Current
Reading		
Phonics		
Writing		
Maths		

Why is class based provision important?

The statements below are taken from the SEND Code of Practice. When documenting class based provision, consider how access has been created, e.g. seating position, groupings, access to additional adult support, focused modelling, worked examples, dual coding of information, visual work schedules etc.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.37 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.

Current Provision within class:

There are a number of documents available on the Drive, which provide further information on specific subjects and resources that may support individual pupils. This information has been shared with all staff and can be found in the shared SEND drive.

SEND Drive Resources (document any resources used/read):

Specific SEND Training: Please document here any specific training that you feel you would benefit from, e.g. understanding autism.

What Happens Next?

1. Send your referral via email to the SEND Team.
2. All children raised via a SEND referral are placed on a monitoring list.
3. The SEND Team meets (fortnightly) to review all new referrals and to discuss existing referrals/assessments.
4. Appropriate assessments are planned and are completed by a member of the Pastoral Team, e.g. WELLCOMM assessment, formal classroom-based observation.
5. Discussion with the pupil who has been referred.
6. Once the assessments are completed, the new information will be reviewed and a decision will be made. This could be 1 of the following: a) Pupil added to the SEND register, b) Pupil will be monitored for a further term, c) Pupil has not been added to the SEND register
7. This information will be shared with the class teacher, who will then share it with the parent. When a child is added to the SEND register a letter will be sent to the parents confirming this decision. The class teacher will meet with parents to discuss the letter and discuss SEND paperwork and provision.

To be completed by SEND Team

SEND Assessments (tick and date as appropriate)

WELCOMM	
BPVS	
Renfrew	
Sandwell	
PHAB	
Phonological Awareness Assessment	
Motional Assessment	
Read, Write Inc Data	

Pupil Book Review	
Formal Observation	
Referral to Communicate	
Referral to School Nurse	
Referral to Occupational Therapy	
Referral to NHS SALT	
Letter to GP	
Referral to Emotional Wellbeing Hub	
Signposting - Family First	
SEND Consultation/SES Referral (2 Cycles of Plan, Do, Review)	
EP Referral	
Decision (highlight):	
<p>Added to SEND Register Remain on Monitoring List Not Added to SEND Register</p>	
School Staff Informed:	
Date:	
Parent Informed by letter of decision to add pupil to SEND register:	
Date:	

Wellbeing Plan – Name/Yr.

<p>Pupil Photo</p>	<p>What I want adults to know.....</p>	<p>My EAAs are.....</p>
<p>How you can help me.....</p>	<p>I like.....</p>	<p>What I find difficult.....</p>

PROTECT

What we might see...

Name typical behaviours/presentation of pupil

Strategies

List strategies and provision to support access to education



RFI ATF

What we might see...

Name typical behaviours/presentation of pupil

Strategies

Emotionally Available Adult to support social engagement system

Affect Attunement/ Loud Empathy – Meeting the child's emotional intensity (positive or negative) on an energetic level – fuels connection

Playfulness – adult- child interactions to promote connection

Acceptance – Adult acceptance of needs and emotions without judgement

Curiosity – Will you help me understand what they felt like for you?

Empathy - Adult naming and recognising the child's emotions.

LIST ALL STRATEGIES AND PROVISION.
State the role of the adult.



REGULATE

What we might see...

Name typical behaviours/presentation that might be seen if pupil is becoming dysregulated

Strategies

Emotionally Available Adult to support moving from social defence system to social engagement system.

Adult to use voice, face and gesture to convey social engagement.

Affect Attunement/ Loud Empathy – Meeting the child's emotional intensity (positive or negative) on an energetic level – fuels connection

Minimal adult language.

Use regulation spaces – The Bubble/Outside/Tent. Ensure Pupil knows where he can go when feeling dysregulated.

Provide sensory equipment when in regulation space (see resource list).

Provide opportunities to run, use clay, use drums (see resource list). Playful distraction can support pupil to regulate.

Provide reassurance by being present. Ensure safety by maintaining distance if appropriate.



REPAIR/REFLECT

What we might see...

Access to EAA.

Access to a space where pupil feels safe (inside or outside)

Be aware of and provide for pupil physiological needs – tiredness, hunger, thirst and the need for a physical comforter.

Adult: Will you help me understand what you were feeling then? How it felt when X happened?

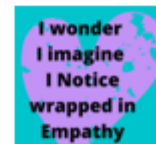
Adult: Use WINE – I wonder if..., I imagine..., I notice.....

Adult: Use a rich, evocative emotional language to label emotions to support connection.

When pupil is calm – 'Let's think together about what might be best to do now. Visual representations can support pupil to reflect.

TIS Practitioner: Big Empathy Drawing, Sand Tray or Clay – indirect expression/direct expression.

EAA: Provide time and the opportunity for an activity before moving on, e.g. mindfulness, yoga, deep breathing, listening to music or soundscape.



Individual Pupil Risk Assessment
Name:



Summary of Need:

Profile of Child: ASD, ADHD, Child has experienced some adverse childhood experiences (ACES) which can affect his behaviour. Child is impulsive and operates on strong primitive instincts (fight, flight, freeze) when dysregulated.

This pupil has a positive behaviour support plan; this document should be read alongside this individual risk assessment.

This document relates to the Behaviour and Exclusion policies. A copy of these can be requested from the school office.

Risk Assessment

Prepared by: Miss Sendco	Assessment Date: 01/09/2022	Review Date: 31/10/20227 This plan will be reviewed after incidents
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Types of hazard(s) identified (assuming no controls)	Who is at risk and how?	Likelihood X (1-5)	Severity (1-5)	Risk Rating LMH	Risk Reduction Measures In Place	Do controls reduce the risk to an acceptable level?
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<p>Not following adult instructions in the learning environment <i>CHILD refuses to comply with adult instruction often shouting 'no' or moving to a different space. This behaviour can escalate to other behaviours listed in this plan.</i></p>					<ul style="list-style-type: none"> • 	
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<p>Self-exiting the classroom/learning space and running around the school building <i>CHILD regularly self-exits the classroom when distressed and will run around the school building. He will often look for an exit to the outside. He will also hide from adults, often in small gaps/spaces.</i></p>					<ul style="list-style-type: none"> • 	
<p>Verbal Aggression <i>CHILD regularly swears at adults and uses threatening and insulting language towards adults when distressed. This often results in refusal to comply with instructions.</i></p>					<ul style="list-style-type: none"> • 	
<p>Physical aggression towards staff – hitting/punching <i>This behaviour is directed at staff</i></p>					<ul style="list-style-type: none"> • 	

<p>Physical aggression – kicking <i>This behaviour is directed at staff</i></p>					<ul style="list-style-type: none"> • 	
<p>Physical aggression – throwing objects <i>CHILD will throw items across the room if his emotions are heightened. This has included equipment such as mini whiteboards and chairs. This is usually during a work task situation.</i></p>					<ul style="list-style-type: none"> • 	
<p>Physical aggression – spitting <i>When dysregulated, CHILD can spit at others</i></p>					<ul style="list-style-type: none"> • 	
<p>Leaving the school site <i>CHILD often refers to wanting to leave the school site and will try to climb the boundary wall/fences. He has on one occasion left the school site.</i></p>					<ul style="list-style-type: none"> • 	
<p>Property destruction or damage <i>CHILD will rip up work, rip displays, swipe objects off tables/storage areas, kick or hit furniture, tip over chairs</i></p>					<ul style="list-style-type: none"> • 	
<p>Climbing trees on the school site <i>When distressed, CHILD will often climb and sit in a tree within the school grounds</i></p>					<ul style="list-style-type: none"> • 	

Inappropriate behaviour on school trips						
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Signatures

Parent:	Class Teacher:	SLT:
Date:	Date:	Date:

Descriptor Matrix

Descriptor Matrix						Overall Risk Rating = Severity x Likelihood						
Severity	1 = Trivial injury - Minor bumps and bruises	2 = Minor Injury – cuts, first aid required	3 = Moderate injury - sprains, strains, hospital referral	4 = Major injury – broken bone, loss of a digit, unconsciousness	5 = Death, debilitating injury (incl. psychological)	Likelihood	5	5	10	15	20	25
Likelihood	1 = May only occur in exceptional circumstances	2 = It is unlikely to, but could, occur at some time	3 = Fairly likely to occur at some time, or in some circumstances	4 = Will probably occur at some time, or in most circumstances	5 = It is expected to happen in most circumstances		4	4	8	12	16	20
Risk Rating	Unacceptable = Stop activity and take immediate action	High = Take immediate action, stop activity if necessary, maintain existing controls rigorously	Medium = Improve within a specific timescale	Low = Seek to improve at the next review or if there is a significant change	Trivial – No further action but ensure controls are maintained and reviewed		3	3	6	9	12	15
							2	2	4	6	8	10
							1	1	2	3	4	5
							1	2	3	4	5	
						Severity						

Review Process

Review Date	By Whom	Changes Made to Risk Assessment	Shared with:	Signature

Risk Assessment Action Plan

Hazard	Do you need to do anything else to control this risk?	Who will action	Date to be actioned by	Checked by
				Name: Signature: Date:
				Name: Signature: Date:
				Name: Signature: Date:
				Name: Signature: Date:
				Name: Signature: Date:
				Name: Signature: Date:

Appendix 3: Intimate Care Plan

Hillside School Primary School and Nursery		
Intimate Care Plan		
Start Date	Review Date:	
Name:	DOB:	SEND/Diagnosis:
Details of Assistance Needed:		
<p>Facilities and Equipment Needed:</p> <ul style="list-style-type: none"> ● Yellow and black plastic bags for waste ● Cleaning wipes/cleaning spray and cloths for the surfaces ● Pedal bin - labelled ● Hand Sanitizer ● Individual toilet area Nappies/pull ups ● Nappy wipes ● Spare clothes if needed <p>ADD/DELETE AS REQUIRED</p>	<p>Provision of Supplies – responsibility</p> <p>School will provide the following:</p> <ul style="list-style-type: none"> ● Pedal bin - labelled ● Hand sanitizer ● Toilet area <p>Parents will provide</p> <ul style="list-style-type: none"> ● Nappies/Pull ups ● Wipes ● Spare clothes - these will stay at school until used. <p>ADD/DELETE AS REQUIRED</p>	
Staffing – Regular		
Level of Independence		
<p>Procedure:</p> <p>GIVE DETAILS.</p> <p>This procedure will be undertaken in a professional manner with regard to the school’s safeguarding policy. Regard will be given to ensure privacy.</p>		
<p>The purpose of this agreement is to ensure that both parents/carers and professionals are in agreement with what care is given, who is providing the care and that the appropriate training is given, as required.</p>		
<p>A member of the senior leadership team has reviewed this document.</p> <p>SLT Name:</p> <p>SLT Signature:</p>		

Date:

This document has been shared with NAME's parents:

Parent Name:

Parent Name:

Parent Signature:

Parent Signature:

Date:

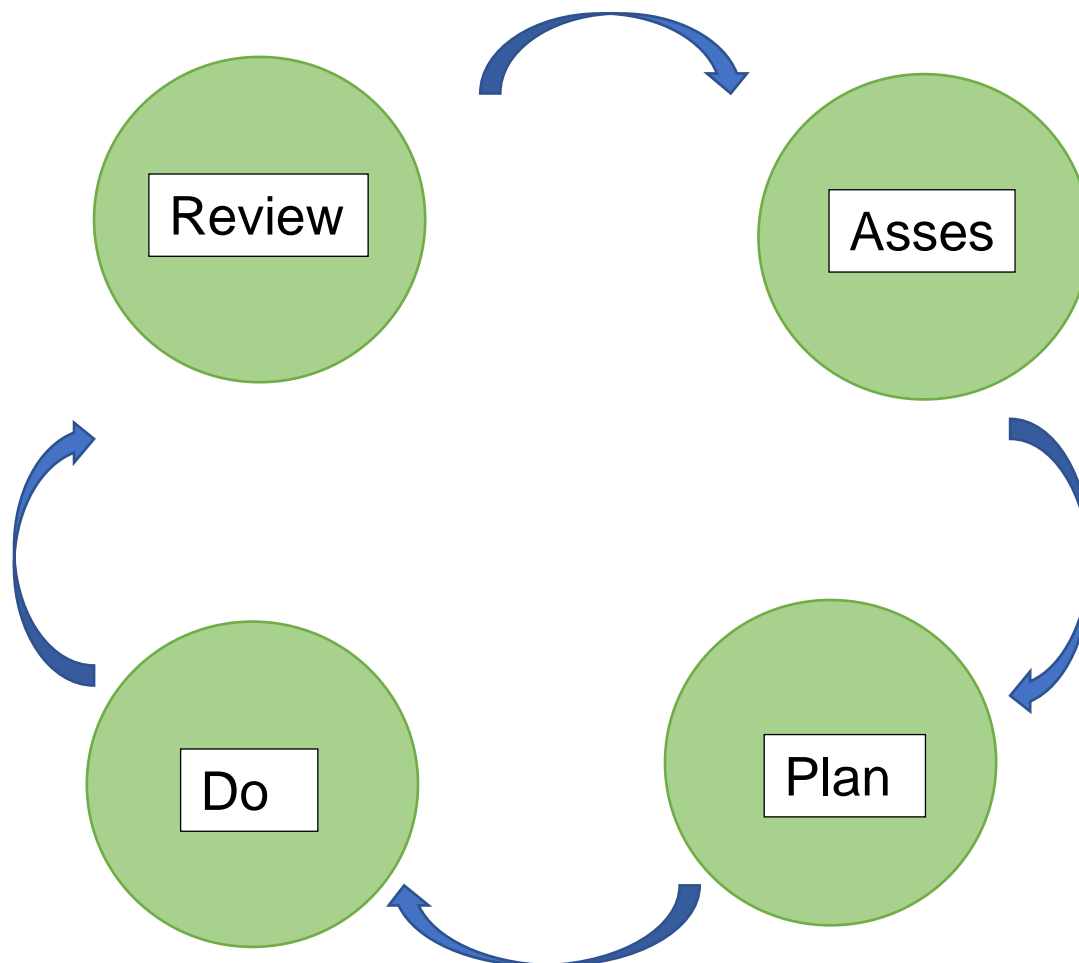
Date:

Appendix 5: Assess, Plan, Do Review Cycles

Week 14:
 Review the implemented the individual support plan or provision map. What progress has been made? Use the live record, books, observations, behaviour logs, summative assessments to complete the review.
 Meet with parents and pupil to discuss the review and next steps.
 Share paperwork with SENDCO and Pupil Needs Mentor and raise any concerns with them.
 The review of the outcomes and the provision should inform the next steps for the individual support plan or provision map.

Week 4 - 13:
 Implement the individual support plan or provision map.
 Keep a live record (at least monthly) on the individual support plan. Use observations, books, questioning and summative assessments to monitor progress over the term.
 Discuss any concerns with the SENDCO/Pupil Needs Mentor.
 Regularly liaise with the parents to inform them of progress.
 If provision includes any intervention, liaise directly with intervention lead for progress information.

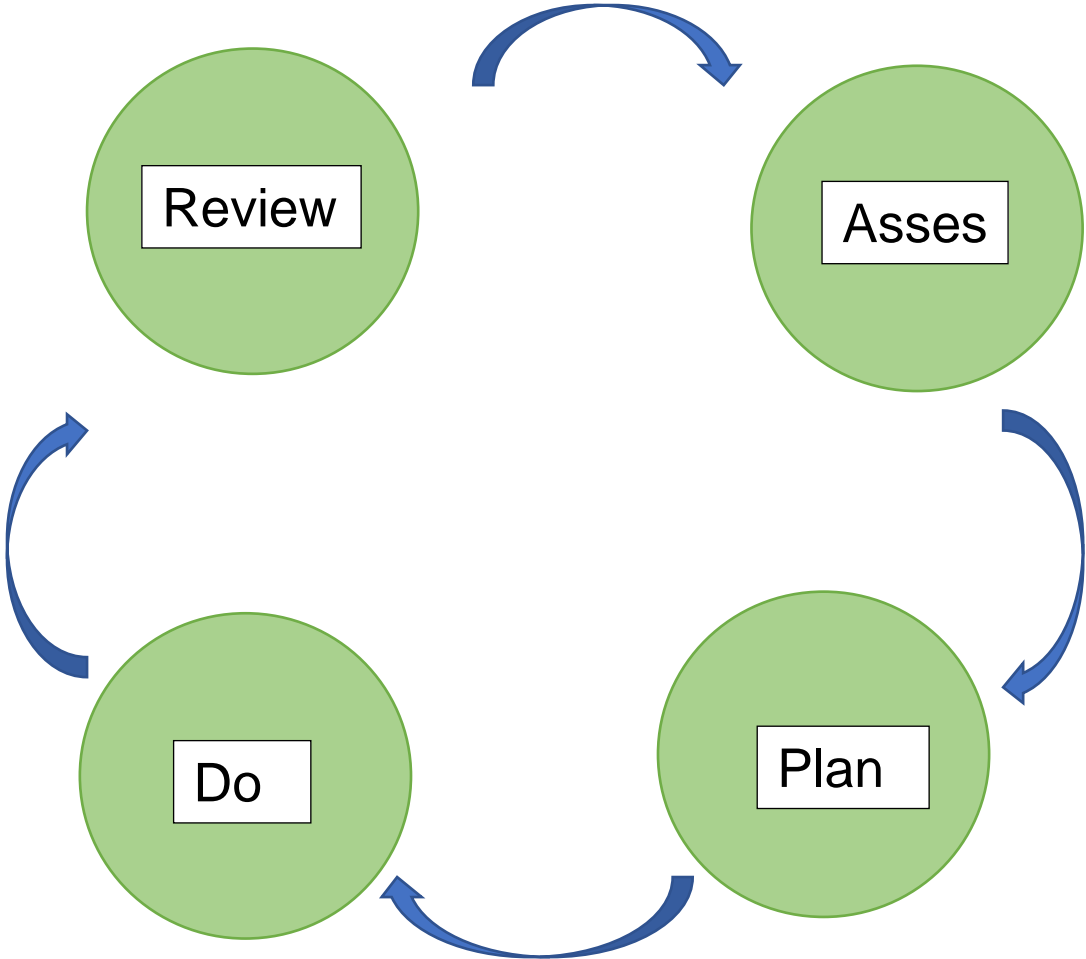
SEND – Assess, Plan, Do Review Cycle – Autumn Term



Week 1-3: Collect information, formative assessment (observation, books, questioning, parent voice, pupil voice, transfer information), summative assessment (over time)
Week 2 and 3: Attend SEND Drop-in
 Consider provision needs

Week 3:
 Draft an individual support plan or provision map for identified pupils.
 Show SMART outcomes, which can be achieved over a term.
 State all provision required to support the pupil to meet this outcome (class based and school based).
 Share documentation with parents and pupil.
 Share with SENDCO and Pupil Needs Mentor.

SEND – Assess, Plan, Do Review Cycle – Spring Term



Week 12:

Review the implemented the individual support plan or provision map. What progress has been made? Use the live record, books, observations, behaviour logs, summative assessments to complete the review.

Meet with parents and pupil to discuss the review and next steps.

Share paperwork with SENDCO and Pupil Needs Mentor and raise any concerns with them.

The review of the outcomes and the provision should inform the next steps for the individual support plan or provision map.

Week 1: Use the review and all assessment data (formative and summative) gathered over the previous term to inform the assessment stage.

Week 1 and 2: Attend SEND Drop-in

Consider provision needs

Week 3 - 11:

Implement the individual support plan or provision map.

Keep a live record (at least monthly) on the individual support plan. Use observations, books, questioning and summative assessments to monitor progress over the term.

Discuss any concerns with the SENDCO/Pupil Needs Mentor.

Regularly liaise with the parents to inform them of progress.

If provision includes any intervention, liaise directly with intervention lead for progress information.

Week 2:

Draft an individual support plan or provision map, based on the review, for identified pupils.

Show SMART outcomes, which can be achieved over a term. Consider whether these outcomes can be broken down or can be extended.

State all provision required to support the pupil to meet this outcome (class based and school based).

Share documentation with parents and pupil.

Share with SENDCO and Pupil Needs Mentor.

Week 11-13:

Review the implemented the individual support plan or provision map. What progress has been made? Use the live record, books, observations, behaviour logs, summative assessments to complete the review.

Hold a transfer meeting with the pupil's next teacher. Discuss needs and provision.

Meet with parents, pupil and new class teacher to discuss the review and next steps.

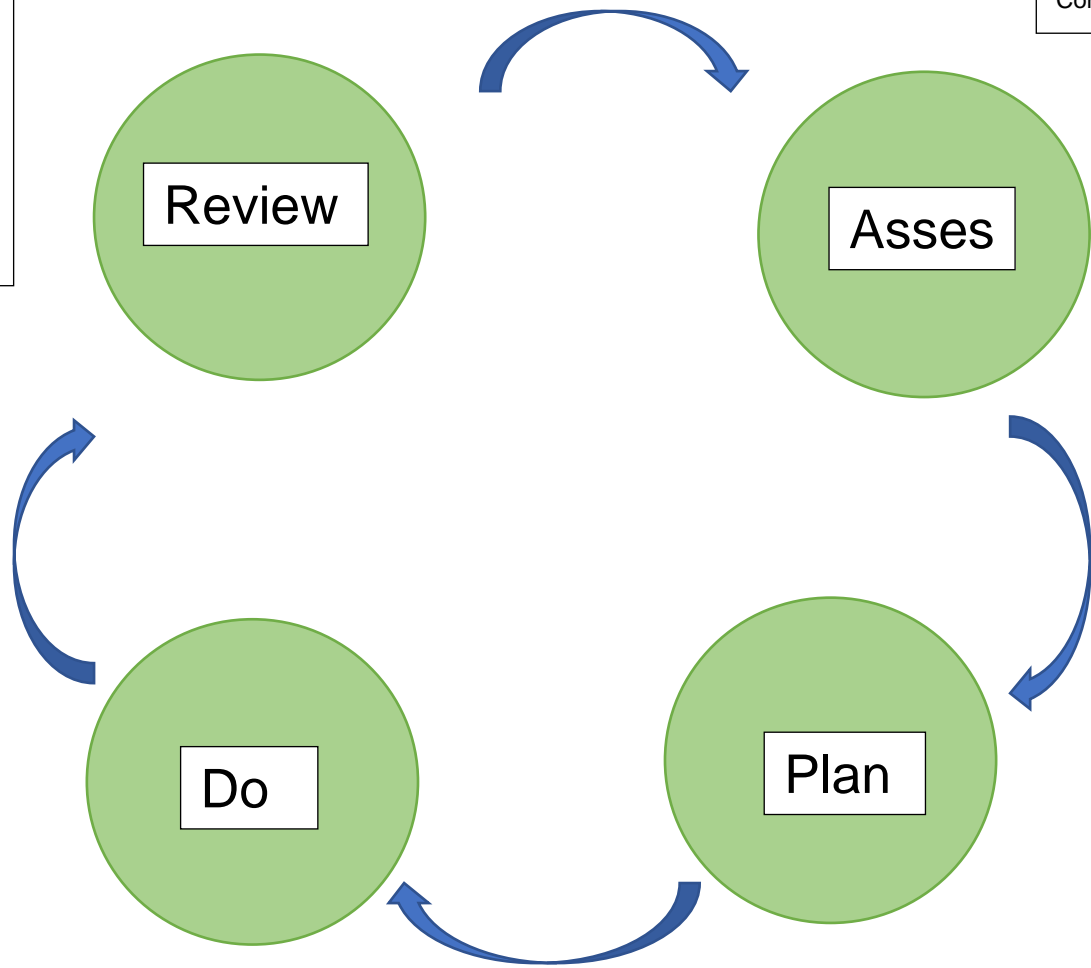
Share paperwork with SENDCO and Pupil Needs Mentor and raise any concerns with them.

The review of the outcomes and the provision should inform the next steps for the individual support plan or provision map.

Week 1: Use the review and all assessment data (formative and summative) gathered over the previous term to inform the assessment stage.

Week 1 and 2: Attend SEND Drop-in Consider provision needs

SEND – Assess, Plan, Do Review Cycle – Summer Term



Week 3 - 10:

Implement the individual support plan or provision map.

Keep a live record (at least monthly) on the individual support plan. Use observations, books, questioning and summative assessments to monitor progress over the term.

Discuss any concerns with the SENDCO/Pupil Needs Mentor.

Regularly liaise with the parents to inform them of progress.

If provision includes any intervention, liaise directly with intervention lead for progress information.

Week 2:

Draft an individual support plan or provision map, based on the review, for identified pupils.

Show SMART outcomes, which can be achieved over a term. Consider whether these outcomes can be broken down or can be extended.

State all provision required to support the pupil to meet this outcome (class based and school based).

Share documentation with parents and pupil.

Share with SENDCO and Pupil Needs Mentor.

Appendix 6: Area of Need Provision Maps

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Physical/Sensory

Communication and Interaction Provision Map

Universal - ALL	Targeted - SOME	Bespoke - FEW	Specialist - FEW
<p>Quality First Teaching</p> <p>Promoting a language rich environment</p> <p>I do, we do, you do approach</p> <p>Clear learning intention shared with the children</p> <p>Clear steps to success to meet the learning outcome</p> <p>Break-down learning into manageable steps.</p> <p>Provide worked examples and models of the learning to aid the pupil's understanding</p> <p>Communication Friendly Environment</p> <p>Use of Symwriter visuals</p> <p>Repetition and opportunities for over-</p>	<p>WELLCOMM language assessment and groups in targeted year groups.</p> <p>Individual referral to Communicate Speech and Language Therapy. Advice and guidance provided.</p> <p>Use of Now/Next chart</p> <p>Cue the pupil into receiving instructions and key information by using their name.</p> <p>Provide targeted worked examples and models of the learning to aid the pupil's understanding</p> <p>Ensure processing time is provided.</p> <p>Individual Zones of Regulation charts</p> <p>SEND Team: targeted assessment of communication needs</p> <p>Use of a recording device</p>	<p>WELLCOMM language assessment and groups – specific to individual needs</p> <p>Individual referral to Communicate Speech and Language Therapy. Pupil added to caseload.</p> <p>Referral to Specialist Education Services (SES) Communication and Interaction Team and Speech, Language and Communication Need Team.</p> <p>Implementation of SES Communication and Interaction Inclusion Plan</p> <p>Use of bespoke visual aids, e.g. This is the deal, visual work schedules, 5 point scale</p> <p>Provide appropriate worked examples as a model.</p> <p>Use of Picture Exchange Communication System (PECS)</p>	<p>Request submitted for an Education, Health and Care Plan (EHCP) and Educational Psychology Advice</p> <p>Referral to NHS Speech and Language Services</p> <p>Referral to Neuro Developmental Pathway</p> <p>Referral to Occupational Therapy</p> <p>Referral to Community Paediatrician/Audiology via the GP</p> <p>Referral to external specialist advisor</p> <p>Ensure all planning and pupil documentation is shared with relevant staff, pupil and parents/carers.</p>

learning new vocabulary	Provide visual means to request help.	Use of Makaton	
Clear and consistent feedback	Additional scaffolding based on language development, e.g., word banks	Use of TEACHH approach – work station, green and red baskets etc.	
WELLCOMM language assessment and groups in EYFS	Use of Blank Level Questions, as advised by SENDCO/Communicate	Implementation and review of a wellbeing plan to document key approaches to communication and co-regulation, e.g. I wonder, I notice, I imagine, PACE	
CUSP/CLUSP curriculum: development of oracy skills, vocabulary and general language development	Deployment of Learning Support Assistant to support access to the curriculum.		
Visual timetable	Implementation of a wellbeing plan to document key approaches to communication, e.g. I wonder, I notice, I imagine	Implementation of Communication Groups linked to interests, e.g. Lego Therapy	
Use of concrete resources and visual aids		Targeted work relating to phonological awareness skills	
Dual coding of key teaching concepts/knowledge	Time-limited communication groups, based on advice from Communicate.	Direct Work: Colourful Semantics	
Modelling language	Implementation of social stories for key events/situations	Extended communication group/1:1 based on advice from Communicate	
Increase non-verbal gestures to support communication and language skills	Movement breaks	Referral to ELSA for targeted work, e.g. friendship groups	
Opportunities for collaborative working and peer interaction planned into lessons, with teacher modelling and explicit instruction of social skills	Access to a break out space with adult support – low stimulus environment for learning	Access to lunch club (extended)	
	Access to lunch club (time-limited)	Access to break-out spaces – co-	

<p>Zones of Regulation</p> <p>Ensure all planning is shared with relevant staff</p>	<p>Additional transition arrangements</p> <p>Ensure all planning and pupil documentation is shared with relevant staff, pupil and parents/carers.</p>	<p>regulation</p> <p>Transition booklets – co-produced</p> <p>Ensure all planning and pupil documentation is shared with relevant staff, pupil and parents/carers.</p>	
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Cognition and Learning Provision Map

Universal - ALL	Targeted - SOME	Bespoke - FEW	Specialist - FEW
<p>Quality First Teaching:</p> <p>Use AFL to plan accessible sequential lessons using curriculum resources</p> <p>Clear learning outcomes shared with the children</p> <p>Revisit prior learning and deliver new learning in manageable steps.</p> <p>Provide visual support, concrete resources and learning aids</p> <p>Personalized and differentiated questioning</p> <p>Modelling: I do, we do, you do approach</p> <p>CUSP/CLUSP curriculum: development of oracy skills, vocabulary and general language development</p> <p>Reference to knowledge notes.</p>	<p>Provide targeted worked examples and models of the learning to aid the pupil's understanding</p> <p>Ensure processing time is provided.</p> <p>Use of Symwriter visuals</p> <p>SEND Team: targeted assessment of cognition and learning needs</p> <p>Use of a recording device</p> <p>Provide visual means to request help.</p> <p>Deployment of Learning Support Assistant to support access to the curriculum.</p> <p>Use of visual work schedules to promote independence</p> <p>Accessible questioning to support understanding</p>	<p>Referral to Specialist Education Services (SES) Cognition and learning Team.</p> <p>Implementation of SES Cognition and Learning Inclusion Plan</p> <p>Use of bespoke intervention packages as directed by SES.</p> <p>Use of technology, such as Clicker.</p> <p>Provide appropriate worked examples as a model.</p> <p>Bespoke curriculum offer - timetable, adult deployment</p> <p>Pre-teaching and post-teaching</p> <p>Use of TEACHH approach and visual aids to support organization and independence</p> <p>Targeted work relating to phonological</p>	<p>Request submitted for an Education, Health and Care Plan (EHCP) and Educational Psychology Advice</p> <p>Annual review and consideration of specialist cognition and learning placement</p> <p>Referral to Neuro Diverse Pathway</p> <p>Referral to external specialist advisor</p>

<p>Opportunities for collaborative working and peer interaction</p> <p>Clear and consistent feedback</p> <p>Calm and purposeful learning environment (dyslexia-friendly environment)</p>	<p>Read, Write Inc. Boosters/Reading fluency 1:1</p> <p>Additional transition arrangements</p>	<p>awareness skills</p> <p>Transition booklets – co-produced</p> <p>Referral to Educational Psychology Services</p>	
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Social, Emotional and Mental Health Needs

Universal Support	Targeted Support	Personalized Support	Specialist
<ul style="list-style-type: none"> • High Quality Teaching • Meet and Greet – all transitions • Clear and consistent boundaries • Positive recognition systems • Celebration assemblies • Opportunities for team building exercises within the curriculum • Cyclical PSHE Curriculum focused on statutory relationships curriculum • Implementation of a restorative behaviour policy and framework for restorative conversations • Observations and monitoring of social and emotional wellbeing development • Motional assessment of emotional wellbeing • Worry Boxes/Opportunities to share concerns and worries with a trusted adult – Time to Talk • Emotional check-in (class based) from all staff as Emotionally Available Adults • Implementation of a wellbeing 	<ul style="list-style-type: none"> • Targeted and responsive PSHE Lessons • Targeted rewards built into individual timetables, e.g. Hot Chocolate Fridays • Trauma Informed Practice – co-regulation strategies and use of break-out space • Developed use and review of a wellbeing plan – over 2 terms • Agreed breaks from academic curriculum – use of break-out spaces • Planned support from ELSA (Emotional Literacy Support Assistant) • Wishes and feelings – pupil voice work • Peer group support – anti-bullying policy • Motional Assessments and activities scheduled into pupil’s timetable – group based • Additional Lunch and Break-time 	<ul style="list-style-type: none"> • Trauma Informed Practice (TIS) activities such as Sandtray and Big Empathy Drawings, School Bonding Questionnaire • Access to an additional adult at specific times during the day to support access, co-regulation, safety and independence • Wellbeing check-ins weekly/daily • Strengths and Difficulties Questionnaire to provide further information for possible referrals • Desty Emotional Resilience Sessions with a member of trained pastoral staff. • Bespoke Motional Activities – 1:1 • NHS Anxiety workshop – delivered in school – 1:1 or small group • Follow up peer support group (anxiety) • Discrete and individual teaching relating to anger, bereavement, anxiety and self-esteem, routines 	<p>When specialist agencies are involved, the school will liaise with the family and the specialist agency and professionals, so that school attendance, safety, academic and social and emotional access is supported and maintained, from a school perspective. Where medication is provided, this will form part of an individual healthcare plan.</p> <p>If a pupil attending the school is discharged from a specialist support agency/professional, the school will work with the family to implement support at a school level, appropriate to the need and reflecting the personalized, targeted and universal support offer documented.</p>

<p>plan</p> <ul style="list-style-type: none"> • Buddy – class, playground and transitions • Playground Mentors • General signposting – SENDIASS information, Online safety, parent workshops • Afterschool clubs • One-page profile for transition 	<p>support/access to lunch club</p> <ul style="list-style-type: none"> • Additional visual aids, e.g. 5-point scale, zones of regulation • Use of workstations • Use of sensory breaks • Social Skills Groups • Mindfulness Activities • Sensory Circuits – Brain stem activity • Access to a Family Support Worker • Targeted transition plans 	<p>and resilience</p> <ul style="list-style-type: none"> • Referral to alternate provision, external to school, such as Greenlight Trust, PLOT and In-Year fair Access Protocol (IYFAP) • The following referrals will be considered: Early Help, Letter to GP, School Nurse, Emotional Wellbeing Hub, Educational Psychologist, Inclusion Facilitator, PCSO, Diversion, Education Welfare Officer, Specialist Education Services – including inclusion surgeries, referral to Primary Mental Health Worker • Signposting to agencies/charities that can provide support, e.g. Cruse (Bereavement) • Individual transition plans 	
<p>What is available locally?</p>			

The logo for the Children & Young People's Emotional Wellbeing Hub is a teal speech bubble with a white outline and a small white circle at the top, resembling a pin. Inside the bubble, the text "Children & Young People's Emotional Wellbeing Hub" is written in white, bold, sans-serif font.

Children & Young People's Emotional Wellbeing Hub

The logo for "Believe in children Barnardo's" features the text "Believe in children" in a green, sans-serif font above the word "Barnardo's" in a black, sans-serif font. To the left of "Barnardo's" is a small green square icon with a white stylized figure.

Believe in
children
Barnardo's

The logo for "NHS Norfolk and Suffolk NHS Foundation Trust" features the NHS logo (a blue square with a white cross) above the text "Norfolk and Suffolk" in a black, sans-serif font, with "NHS Foundation Trust" in a smaller font below it.

NHS
Norfolk and Suffolk
NHS Foundation Trust

The Emotional Wellbeing Hub provides information, advice, and guidance to families and young people in East and West Suffolk, who are worried about the mental health of a child or young person aged 0-25 years, or if you're a young person experiencing emotional wellbeing difficulties.

You can make a referral to the Emotional Wellbeing Hub to access CAMHS (Children and Adolescence Mental Health Services).

This website provides more information:

<https://www.suffolk.gov.uk/children-families-and-learning/children-and-young-peoples-mental-health-and-emotional-wellbeing-support/suffolk-children-and-young-peoples-emotional-wellbeing-hub/>

Other local services:

<https://www.wellbeingnands.co.uk/suffolk/>

This website provides information for people over the age of 16 who need support around their mental health.

<https://www.suffolkmind.org.uk/>

Suffolk Mind provide support and information on a range of subjects related to positive mental health.

<https://www.healthysuffolk.org.uk/projects/5-ways-to-wellbeing>

This website provides information and case studies on wellbeing.

<https://www.suffolklibraries.co.uk/advice/health-and-wellbeing>

This website provides information from Suffolk libraries about mental health and wellbeing support within Suffolk.

What is available nationally?

There are links below to websites that may be of interest.

www.samaritans.org

www.youngminds.org.uk

www.actionforhappiness.org

www.annafreud.org

www.childline.org.uk

www.kooth.com

www.minded.org.uk

<https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>

<http://mentalhealthatwork.org.uk>

<http://mindfulteachers.org>

<https://www.educationsupport.org.uk/helping-you/telephone-support-counselling>

Sensory and Physical Needs Provision Map

Universal - ALL	Targeted - SOME	Bespoke - FEW	Specialist - FEW
<p>Quality First Teaching</p> <p>Clear learning outcomes shared with the children verbally and visually</p> <p>Clear steps to success to meet the learning outcome shared with the children verbally and visually</p> <p>Accessibility plan in place for school</p> <p>Real-life sensory experiences built into planning throughout the curriculum</p> <p>Specific fine motor activities planned within EYFS and key stage 1 appropriate to universal needs of the pupils.</p> <p>Targeted planning to support universal handwriting development</p> <p>Teaching and modelling of tripod pencil grip</p>	<p>Access to alternate recording devices</p> <p>Use of adapted equipment, e.g. wobble cushion, writing slope, coloured overlays etc.</p> <p>Enlarged font on written materials</p> <p>Individual movement/sensory breaks</p> <p>Individual Intimate Care Plan</p> <p>Individual Health Care Plan</p> <p>Individual Provision Map detailing the primary need and any relevant medical information. This document maps out the provision within the classroom and the school environment</p> <p>Seating position adapted to meet the needs of the individual learner.</p> <p>Targeted provision to support fine and</p>	<p>Individual referral to Occupational Therapy Services.</p> <p>Referral to Community Paediatrician/Audiology/Eye Clinic via the GP</p> <p>Referral to Specialist Education Services (SES) Sensory and Physical Needs Team.</p> <p>Implementation of SES Sensory and Physical Inclusion Plan</p> <p>Sensory Circuits - individual plan</p> <p>Adapted seating, arm rests and equipment within the classroom or wider school as advised by medical professionals or specialist education services</p> <p>Application for additional time/access in formal assessments.</p>	<p>Request submitted for an Education, Health and Care Plan (EHCP) and Educational Psychology Advice</p> <p>Referral to external specialist advisor</p> <p>Implementation of specialist training, planning and adaptations informed by medical professionals</p>

<p>Use of adapted pencil grips and scissors</p> <p>Adaptations to technology ,e.g. background colour of interactive whiteboard</p> <p>Teaching resources selected for clarity and accessibility</p> <p>Whole class movement breaks</p> <p>Teacher considers methods of communication, classroom layout and organization to remove barriers to learning</p> <p>Reference to the School's intimate Care Policy</p> <p>Reference to the Schools' policy: Supporting Pupils with Medical Needs</p> <p>Opportunities for peer collaboration within learning</p> <p>Universal health checks for hearing and vision</p>	<p>gross motor skills development</p> <p>Targeted handwriting provision within class</p> <p>Targeted sensory circuit provision with PE lessons and whole class learning</p> <p>Targeted sensory resources, e.g. chewelry, fidget tools</p>	<p>Individual arrangements for SATs</p> <p>Additional planning and arrangements for transition and movement around the school.</p> <p>Audit of the classroom and school environment related to individual needs. Implementation of any identified environmental changes.</p>	
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