



Special Educational Needs (SEND) Information Report

September 2024

SENDCo on leave: Jo Counter

SENDCo: Leanne Hobbin-Mills (Wednesday & Thursday)

Family Support Worker:

Telephone: (01626) 563888

Email: info@kingsteignton.school.org.uk

WHAT KIND OF SCHOOL IS KINGSTEIGNTON SCHOOL?

- Kingsteignton is a mainstream primary school
- There are 228 pupils on roll (September 2024)
- 33 pupils are registered as having a special educational need or disability (SEND). Of these, 12 have an Education, Health and Care Plan (EHCP)

WHAT IS DEVON'S LOCAL OFFER?

- According to the Code of Practice (CoP) for SEND, published in 2014, the local authority has a duty to publish its "Local Offer" arrangements for SEND support in schools
- The Local Offer records information about the provision that you can expect from education, health and social care for children and young people aged from 0-25
- Find out more about Devon's Local Offer at [Devon's SEND Local Offer - help and support for children with SEND](#)

WHAT TYPE OF SEND DO CHILDREN AT KINGSTEIGNTON SCHOOL HAVE?

Kingsteignton School provides support for pupils requiring support across the four areas of need identified in the SEND Code of Practice (2014). These are:

Communication and Interaction needs (For example, speech and language difficulties, Developmental Language Disorder, Autism Spectrum Condition)

Where there are concerns about a child's language development, a referral to a qualified Speech and Language Therapist (SALT) can be made: where such referrals are accepted, assessments are undertaken by a SALT and, where appropriate, targeted intervention work is provided to work on at home and at school. Staff receive training on various aspects of autism spectrum conditions in order to ensure that the school environment is inclusive and appropriate for pupils with such profiles.

Cognition and Learning needs (For example, Specific Learning Difficulties – e.g. dyslexia – and Moderate Learning Difficulties)

Staff are trained in understanding and catering for specific and more general difficulties with learning and such training is ongoing as part of staff professional development. The school has some limited access to Devon Educational Psychologist Service through the Local Authority. They can provide further advice on the best way to meet the learning and developmental needs, when such specialist input is necessary.

Social, Emotional and Mental Health needs

We recognise the central importance of every child's emotional wellbeing to every other aspect of their life. We provide a relational approach through check-ins with a key adult, strategy cards to use in a quieter space for emotional regulation, a calm corner and sunflower club as our nurture group when needed.

Sensory and/or Physical needs (For example, visual, hearing or multi-sensory impairment and physical disabilities)

Our school has access to advice from the local visual impairment and hearing impairment specialist teams, as appropriate. The school's Special Educational Needs and Disabilities Coordinator (SENDCO) works closely with external agencies who are involved in advising on the medical needs of individual children to ensure that provision within school meets their requirements. Importantly, we also recognise that a number of pupils may present with some sensory sensitivities or require occasional 'check ins' for their emotional wellbeing, while not necessarily needing to be classed as 'SEND Support' level in these areas. All cases are treated on an individual basis.

The progress of all pupils at SEND Support level and those with an EHCP is closely monitored by class teachers, with support from the SENDCO, where required. The primary SEND needs of the pupils on our SEND register are communication and interaction related, followed by SEMH difficulties. Fewer children need support with their Cognition and Learning or Physical Needs difficulties. 46% of our pupils with SEND are affected by Autism Spectrum Condition (ASC).

The majority of our pupils make progress through high quality teaching offered by teachers as part of their everyday classroom practice. This is known as 'universal provision' and includes adjustments and strategies that form part of our Ordinarily Available Inclusive Provision (OAIP) (Appendix 1 & 2). Some pupils require special provision beyond this to make progress. This special educational provision – which is additional to or different from the universal provision – is called SEN Support. A smaller number of pupils are in receipt of an Education, Health and Care Plan (EHCP). The Local Authority issue these plans when it is judged that a child requires special education provision that is significantly beyond that which can normally be provided through the (financial) resources normally available to a mainstream school.

Nationally, approximately 2% of mainstream pupils in primary schools are in receipt of an EHCP. As of September 2024, the figure for Kingsteignton Primary School is 5%. (It should be noted that the number of EHCPs in the school can significantly change year on year as pupils join and leave the school.)

WHO OVERSEES SEND AT KINGSTEIGNTON SCHOOL?

All teachers retain responsibility for the progress of all pupils including those with SEND. Teaching pupils with SEND is therefore a whole-school responsibility and not solely that of the SENDCO. For this reason, parents and carers should contact and discuss their queries regarding a child's SEND with the class teacher in the first instance.

The progress of SEND pupils is monitored by Leanne Hobbin-Mills, SENDCO. When a child is not making expected progress, the Devon Graduated Response Tool will be used to adapt provision. Parents can talk to the class teacher about their concerns for their child and will be encouraged to contribute to a graduated response plan (often this will be part of the discussion at the termly parent: teacher meetings). Kingsteignton School will meet formally with parents of pupils with SEND three times per year and, wherever possible, these meetings will be with the class teacher as part of the termly parent: teacher meetings cycle. If a graduated response cycle indicates that a child has needs which are 'additional to or different from' those of the majority of their peers, the school may feel it is appropriate for the child's progress and provision to be monitored through the SEND Register.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

Not all pupils who require additional help have special educational needs. Children requiring SEND support are those who have significantly greater difficulties than their peers and require that provision, previously mentioned, which is additional to and different and is known as 'Universal Provision'. Universal provision can be adapted without meaning a child has SEND, if they access it. This is also known as Ordinarily Available Inclusive Provision.

All children's progress is monitored constantly by class teachers and teaching assistants with responsive feedback given immediately to the child. This feedback is part of an 'assess, plan, do, review' process which underpins the teaching and learning opportunities across our school. Where concerns build around a child's progress or wellbeing over time, the class teacher will seek advice from the SENDCo. If concerns are escalating to the extent that it is felt a child needs more individualised or complex support, the views of different people will be taken into account. This would include parents and carers, school staff and outside agencies, where appropriate.

The process of implementing SEND support may stem from:

- Concerns raised by a parent, carer, teacher, teaching assistant or previous setting/school
- Observations of the child in class or around the wider school environment
- Lack of progress made by the child in subjects or with target areas
- Pupil Premium interventions not showing impact
- Medical letters or reports from outside agencies

HOW DOES KINGSTEIGNTON SCHOOL ASSESS CHILDREN'S AREAS OF NEEDS?

We use a range of assessment strategies to support us in identifying the specific needs of pupils. These include:

- A Graduated Response (assess, plan, do, review) system
- Regular teacher assessment
- Phonic screening assessments, especially in Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1)
- Language Link assessments in EYFS and KS1
- Accelerated Reader reporting
- Pupil progress data tracking
- Observations of pupils
- Educational Psychology (EP), Speech and Language Therapy (SALT), Visual Impairment Advisory Teacher, SEMH Advisory Teacher

WHICH OTHER AGENCIES DOES THE SCHOOL WORK WITH?

- Devon Educational Psychology Service
- Communication and Interaction team
- Social Emotional and Mental Health Team
- Speech and Language Therapy Team
- Occupational Therapy
- Physiotherapy

- Paediatrics (Community and Specialist)
- Autism Assessment Team
- School Nursing Team
- Specialist Nurses
- Dyslexia Outreach Advisory Teachers
- Physical Difficulties Advisory Teacher
- Child and Adult Mental Health Services (CAMHS)
- All professionals linked to Early Help
- Visual Impairment Advisory Teacher
- Deaf and Hearing Impairment Advisory Teacher
- Family hubs
- Specialist Charity Advice

WHAT SHOULD I DO IF I THINK MY CHILD NEEDS EXTRA HELP IN SCHOOL?

If you have concerns about your child’s progress, or the needs they are demonstrating, you should talk to your child’s teacher in the first instance. Our teachers know their pupils well and will often be able to suggest adjustments or adaptations as part of our Ordinarily Available Inclusive Provision (See Appendix 1) that may help remove barriers for your child. Teachers are happy to speak to parents at the beginning or the end of the day and may suggest an appointment at a different time in order to explore your concerns in more depth.

Following your discussion with the class teacher, if your concerns still exist after any agreed initial actions have been trialled in class, you can meet with both the SENDCO and the class teacher. This meeting will often be based upon a completed “Graduated Response” Quickchecker document (Appendix 3) to confirm what the particular challenge is and home-based observations, in comparison to school, will be recorded on this document.

HOW WILL SCHOOL AND PARENTS KNOW HOW WELL THEIR CHILD IS DOING?

- Parent Evenings in Autumn & Spring and following the Summer Term annual report
- Teacher assessment cycle (this is a termly process)
- Star Reader assessments
- White Rose maths end of unit activities
- Writing EGG sheets
- End of unit writes
- Read, Write, Inc (RWI), book bands
- Child Protection On-Line Management System (CPOMS) logs
- SATS

WHAT HAPPENS IF MY CHILD HAS MORE COMPLEX NEEDS?

When a child’s school-based learning needs require a multi-agency approach in order for school to be successful, there are different ways of organising this support:

EARLY HELP

The school can initiate a Team around the Family (TAF) process using the Rights for Children record system with your full consent. See this link for more details [Different kinds of SEND meetings - Devon Information Advice and Support \(devonias.org.uk\)](#). NB: A TAF can be started if other agencies are actively involved with the family.

EHCPs

Most children and young people with special educational needs and disabilities (SEND) will not need an EHCP and can have their needs met by the [SEN provision in their school, college or education setting](#). An EHCP is for children and young people who have been shown to consistently need more provision than is available through the school's SEN support systems. The process is explained here: [Education Health and Care Plans \(EHCPs\) in Devon](#).

WHAT SORT OF EXTRA SUPPORT MIGHT MY CHILD HAVE?

We believe that the best support your child can have is delivered within the classroom and through "quality first teaching" led by the class teacher. Most children's SEND needs can be met in the classroom with small adaptations to universal provision, for example learning objectives for lessons being scaffolded to meet the needs of all pupils.

SEN pupils' needs are met through reasonable adjustments to the curriculum and daily routines. Some pupils benefit from joining a small intervention group inside or outside their classroom where a key adult supports them to work on specific targets or are reassured at challenging times of the day.

HOW DO WE PLAN EXTRA SUPPORT

Children who require something 'additional to and different from' the Ordinarily Available Inclusive Provision may require targeted support through enhanced adaptations, support and interventions. This may include seeking support and advice from external agencies.

Class teachers create learning plans to map out and deliver SEN support at Kingsteignton School. This is updated termly as part of a teachers' SEN Clinic staff meeting. Class teachers will verbally share a child's learning plan at the termly parent: teacher meeting.

Individual children who need a care plan approach to guarantee that they engage with learning have a relational plan created with the class teacher, parent and team around the child. All members of staff follow this.

HOW MUCH SUPPORT WILL EACH CHILD RECEIVE?

The decision on how much additional SEND support each child receives is based on what support is necessary to meet their needs in the most efficient way. The needs of the children in each class are analysed and their class teacher plans and leads their learning. Our Year 6 teacher is responsible for

deciding who will be entitled to extra time or a reader during Standardised Assessment Tests (SATs) and will apply for this as required. Diagnoses of Dyslexia are not necessary in order to evidence extra time or readers in primary school.

HOW WILL MY CHILD BE INCLUDED IN SCHOOL ACTIVITIES?

All children with SEND are part of a class and have access to assemblies, school performances, visits, trips and extra-curricular activities.

Risk assessment planning is used to ensure pupils' individualised needs are addressed. Adjustments are discussed with parents to ensure pupils with SEND are included in a safe way that meets their needs.

All pupils including those with SEND are valued and can take on pupil leadership roles including:

- Class ambassadors
- Eco warriors
- Head Boy and Head Girl
- Lunch time buddies

WHAT WELLBEING SUPPORT IS THERE FOR CHILDREN?

We recognise that children who feel safe and happy learn best; subsequently, we provide a range of provision which promotes wellbeing. This can include access to a quieter space as needed, check-ins with a key adult, strategy cards and sunflower club.

Staff create routines involving 'brain breaks', 'sensory breaks' or 'movement breaks' for those children who present with sensory sensitivities and requirements, where these breaks help with self-regulation. (NB: Often these children do not have an identified special educational need but the school recognises that people all have different sensory profiles, for which adjustments will sometimes need to be made.)

All children access a broad and rich curriculum including e-safety, anti-bullying and relationships. All children are supported to understand how their actions affect others.

Good attendance is closely monitored and promoted. We are supported in this by an Attendance Improvement Officer.

HOW MIGHT LEARNING BE ADAPTED TO SUIT MY CHILD'S SEND?

- Flexible grouping that supports progress
- Scaffolded teaching and additional equipment/resources
- Revised texts and topics to suit the learner
- Additional adult support

- “Safe Space” classroom, playground or main hall alternatives

HOW MIGHT CHILDREN WITH MEDICAL NEEDS BE SUPPORTED?

Kingsteignton School follows Individual Health Care Plans (IHNCPS) provided by paediatricians and other medical professionals.

Where regular medicine is prescribed and needs to be administered at school, a named person will ensure this is administered as detailed in the health care plan.

If Occupational Therapy or Physiotherapy professionals recommend exercises, these will be recorded on the child’s learning plan.

Training is sought from specialist or school nurses to enable staff to develop the skills needed to manage an individual’s medical needs within school.

The class teacher maintains Intimate Care (Toileting) Plans when necessary.

HOW MIGHT CHILDREN WITH BEHAVIOURAL NEEDS BE SUPPORTED?

Relational plans are completed to support children who have challenging behaviour or need an adapted behavioural approach within our school environment.

If a child is at risk of exclusion due to safety concerns stemming from their behaviour, the SENDCo or another member of the School Leadership Team (SLT) will meet with parents and the class teacher to complete a risk assessment and will also update the relational plan in order to mitigate challenges. A member of the SLT will liaise with Devon Local Authority (LA) when a pupil is at risk of exclusion. The school will seek the support of the LA’s Inclusion Team as well as any other appropriate external professionals and parents will be kept informed of any recommendations made by these other agencies.

Individual Relational Support Plans can be drawn up in order to support children with social and emotional difficulties, who struggle with self-regulation, to ensure a positive time at school and to minimise the risk of exclusion. Kingsteignton prides itself on taking a relational approach with all pupils and so a formal plan will only be drawn up in exceptional circumstances.

WHO SUPPORTS CHILDREN WITH SEND AT KINGSTEIGNTON SCHOOL?

- Class teachers
- Teaching assistants
- Lee Goodenough (Headteacher)
- Leanne Hobbin-Mills (SENDCo)
- Jo Counter (SENDCo on leave)
- Fiona Jones & Grace Williams (Governing Board members with SEND responsibility)

- Karen Sims (Attendance Improvement officer)
- Amy Foster (SALT)

WHAT SEND TRAINING HAVE STAFF SUPPORTING PUPILS WITH SEND HAD?

Jo Counter is a qualified teacher and a member of the SLT. She completed the National Award for SEN Coordination (NA SENDCo) and completed research in Dyslexia assessment, co-production with parents, synthetic phonics learning and the inclusion of pupils with autism spectrum condition (ASC). Jo has also received additional training in safeguarding, children in care and attends termly SEND Network training.

Leanne Hobbin-Mills is a qualified teacher who is beginning the new NPQ SENDCo award in Autumn 2024. She has completed the Designated teacher training in January 2024 and attends half termly meetings to support children in care or previously looked after. Leanne has recently completed attachment-based mentoring training in July 2024 and relational support plans training in September 2024 to further develop our relational approach. Most recently, she has completed the dyslexia training course to better support and create intervention plans for those with dyslexia. To continue to be up to date, Leanne also attends SEND network meetings – held by both the Education South West (ESW) Trust and the Devon Local authority.

Staff at Kingsteignton School benefitted from particular medical needs training from NHS professionals in relation to specific pupils last year and all attended the annual safeguarding training. A review of the school's ASC practice was started in summer 2022 and continues.

HOW IS THE SCHOOL EQUIPPED TO MEET THE NEEDS OF CHILDREN WITH SEND?

Children's safety and security are ensured at Kingsteignton School through locked gates with restricted key fob entry through the main doors. The school is wheelchair accessible with ground floor level access and a lift option for access to the upstairs Key Stage 2 (KS2) classrooms.

Should specific physical, visual or auditory advice be needed from other professionals in support of SEND pupils, this will be welcomed, and the school environment can be audited with reasonable adjustments being made, as necessary.

The school has additional resources to support children's learning. Any additional suggestions made by relevant professionals will be considered and purchased from the school SEND allocated budget if it is agreed they are reasonable adaptations.

WHAT OPPORTUNITIES ARE THERE FOR PARENTS TO MEET WITH STAFF?

We recognise that parents know their child best. We listen to parents' thoughts regarding their child's SEND provision. All parents are invited to attend parents' meetings twice a year to discuss their child's progress. To be present in class and fulfil our teaching and learning commitments, wherever possible, staff limit our parent meetings to one per term for pupils with SEND. The teacher will record the discussion linked to the child's learning plan in these meetings.

For pupils with an EHCP, a third meeting is offered each year, and this is their annual review meeting. If a child with SEND has a TAF then we offer three meetings maximum (termly) and class teacher attends briefly instead of offering the traditional parent teacher meeting offer. These will usually be after school to accommodate teacher's class commitments.

Parents are invited to events throughout the year and may become members of the school's Parents, Teachers and Families Association (PTFA).

HOW ARE CHILDREN CONSULTED?

Children with SEND can always express their views through verbal feedback to class teachers and teaching assistants (TAs). We act on their concerns or suggestions.

Pupil voice is sought from the SENDCo as part of a child's EHCP annual review process.

WHAT SHOULD YOU DO IF YOU ARE UNHAPPY WITH THE SUPPORT YOUR CHILD RECEIVES AT SCHOOL?

At Kingsteignton School we are committed to working with you to provide the best education for your child based on the resources we have. If there are times when you feel unhappy with the provision, we encourage you to tell us as soon as possible to enable us to work together and reach an outcome that is in the best interests of our children.

You should approach your child's teacher in the first instance to discuss worries or concerns. This should be at the end of the school day wherever possible, and with some notice, so we can guarantee the teacher is available to speak to you. If your concerns are not addressed, you should then make an appointment with a member of the SLT.

Devon Information Advice and Support (DIAS) [Home - Devon Information Advice and Support \(devonias.org.uk\)](http://devonias.org.uk) can advise parents should it be felt any concerns are not being adequately addressed by the school or LA.

Complaints procedures can be found on the school website in ESW wide policies [Policies - Education South West](#)

HOW DOES THE SCHOOL SUPPORT CHILDREN WITH TRANSITIONS INTO DIFFERENT PHASES OF EDUCATION?

Transitions can be a challenging time for pupils with SEND. The system we have to minimise anxiety (which transitions can cause) is called an 'enhanced transition' and includes:

- Extra opportunities to spend time in a new school or class ahead of the move
- Social story picture reference with details of staff and routines to take home
- Phone or video consultations with the child's current key adults (if they are moving setting) to share information. Within our school, this will be done informally between teachers.

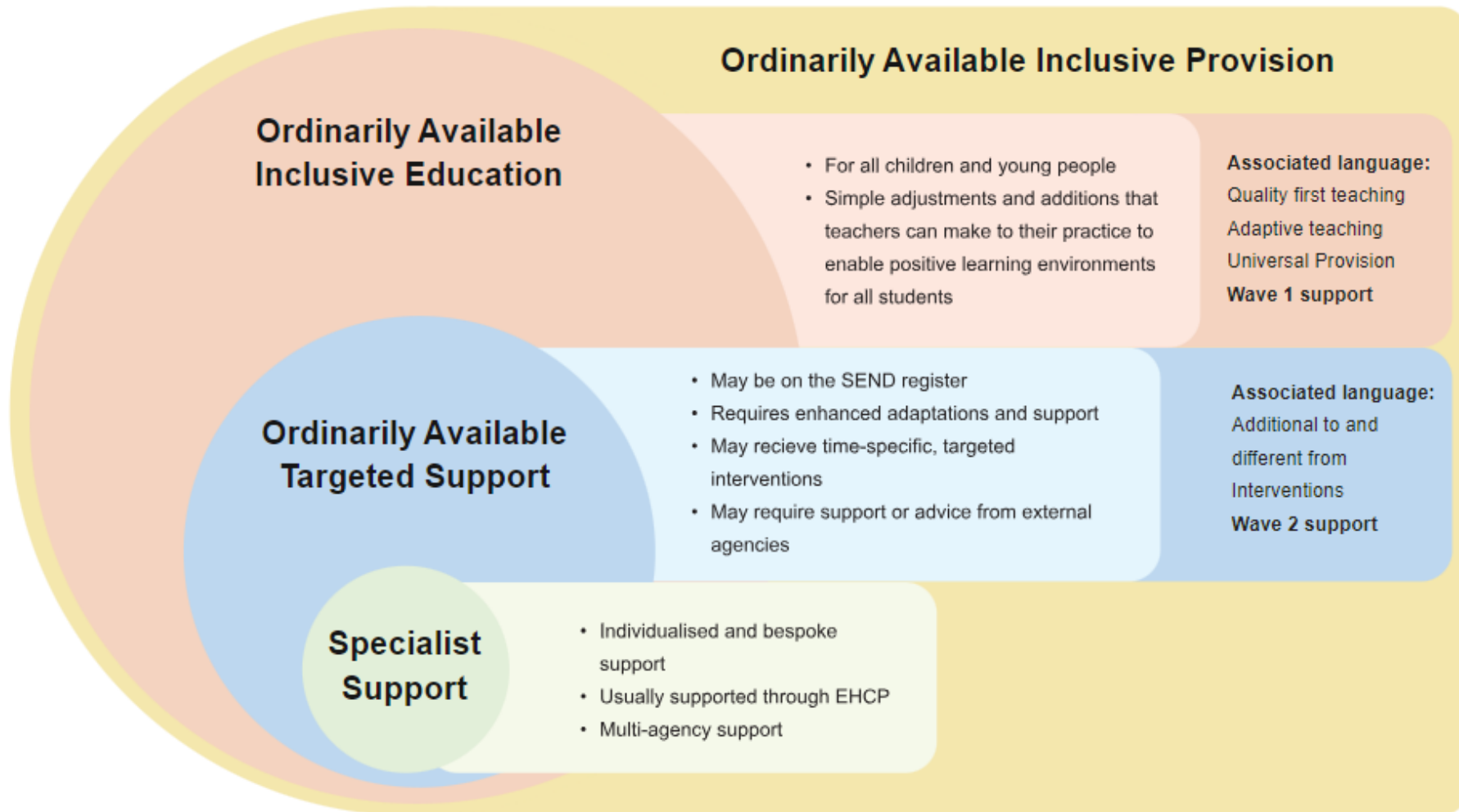
We plan Ordinarily Available Inclusive Provision (OAIP) to support all learners in the classroom	
Cognition & Learning: this can include dyslexia, dyscalculia, dyspraxia, dysgraphia and similar traits; memory & retention needs	Physical & Sensory: this can include hearing / visual impairment, multi-sensory needs, colour-blind
<p style="text-align: center;">Main strategies</p> <ul style="list-style-type: none"> ✓ Provide visuals: dual-coding, colour-coding, images to support concepts ✓ Pre-teaching and precision teaching of key concepts and knowledge ✓ Explicit teaching of key vocabulary: pre-teaching; short topic word-lists; Frayer models ✓ Chunking: using short and simple sentences and careful word choice; now & next; whiteboard/post-it mini-tasks; animation to chunk reading ✓ Use alternative methods of recording information / supporting sequencing e.g. graphic organisers; dictation including opportunities within home-learning; touch typing ✓ Provide handouts: print the flashbacks & key slides; photo of notes; laptop ✓ Plan tasks which support extra time within class ✓ Read questions & texts aloud as standard or offer use of IT (laptop, audiobook) ✓ Adapted questioning: hinge-questions, team talk, oracy scaffolds ✓ Include planned think-time: cold-calling, inviting responses, writing, reading ✓ Check students' understanding: students narrate their response - first/next/finally ✓ Provide context to tasks – relate to the world around us where possible ✓ Provide success 	<p style="text-align: center;">Main strategies</p> <ul style="list-style-type: none"> ✓ Cue pupils in with name ✓ Make sure pupils can see & hear from their seat in the class. Which side is better/worse? Do the windows help or hinder? Are you facing them? ✓ Provide copies of texts & print-outs of slides; check font size on printed materials and on whiteboards (From back of classroom) ✓ Explicit modelling with key points highlighted on the page or screen ✓ Check in with pupils during the lesson to identify any gaps in learning ✓ Check individual preferences with pupils and/or their parents e.g. Outcomes from sensory assessments, use of coloured backgrounds etc ✓ Accept alternative forms of recording – dictation instead of writing ✓ Provide rest breaks during activities and assessments ✓ Offer an alternative venue for assessments and activities – smaller room ✓ Label colours where this is critical for reading a resource, e.g. electrical circuits, maps ✓ Promote clutter-free environment, especially around board & front of room

We plan Ordinarily Available Inclusive Provision (OAIP) to support all learners in the classroom

Communication & Interaction: social communication needs including autism (ASC) & demand avoidance (PDA)	Communication & Interaction: speech, language & communication needs (SLCN) including DLD & stammering
<p style="text-align: center;">Main strategies</p> <ul style="list-style-type: none"> ✓ Have clear consistent routines. Use visual timetables. Use visual prompts for instructions. ✓ Pre-warn children about changes e.g. room changes, planned absence, Unknown visitors; trips; practicals; set new seating plans at the end of the previous lesson ✓ Use social stories to support understanding of human behaviours, feelings, changes to routine and transitions. ✓ Always use clear and concise language ✓ Present the plan for the lesson using now & next – create predictability ✓ Cue with name ✓ In-class supervised rest breaks/re-sets, incl during longer tasks / tests ✓ Provide written prompts / instruction cards for group roles ✓ Maintain a calm, tidy, low-stimulus learning environment ✓ Positively phrase corrections / avoid criticism / positive redirection ✓ Provide alternative individual tasks instead of pair/group work; tap into child's personal interests ✓ Use de-escalation strategies, provide time & space, avoid questions to demand a response ✓ Adaptive questioning rephrase 'why' to 'what (what might the writer be...?)' 	<p style="text-align: center;">Main strategies</p> <ul style="list-style-type: none"> ✓ Individual tasks chunked into 1. 2. 3. on post-it/whiteboard ✓ Scaffolded responses with explicit modelling (sentence starters, modelled written sentences) ✓ Visuals and pre-teaching to support new vocabulary incl homophones or similar words (e.g. vocab mats, mind maps) ✓ Language is modelled back ignoring pronunciation / stammer / unclear speech – avoid long speeches or drawing attention to errors ✓ Plan extra time to process information & respond ✓ Accept alternative forms of answers incl mini whiteboard / gap-fills ✓ Prepare sentence starters for written tasks / give choice of answers ✓ Always use the pupil's name to gain attention ✓ Prepare questions in advance to support student responses ✓ Guided reading for decoding, comprehension & inference ✓ Model correct sentences ✓ Check understanding of tasks/explanations – RAG cards/wrist bands, pupil explains ✓ Use of Colourful Semantics approach ✓ Offer a forced choice of alternatives

We plan Ordinarily Available Inclusive Provision (OAIP) to support all learners in the classroom

Social, emotional & mental health (SEMH): this can include anxiety, depression, etc., insecure attachment profile, trauma	Social, emotional & mental health (SEMH): this can include ADHD, ADD, aspects of OCD, <u>Tourettes</u>
<p style="text-align: center;">Main strategies</p> <ul style="list-style-type: none"> ✓ Positive thresholding & consistent routines to build warm predictability ✓ Planned de-escalation to reduce conflict, e.g. extra time to remove coat ✓ Seek students getting it right early-on; meaningful & specific recognition ✓ Check any patterns in absence – tests? Active lessons? Reading? Other? ✓ Maintain warmth & sense of liking / valuing the student ✓ Avoid drawing public attention to areas of concern, e.g. attendance ✓ Find a connection & identify with students' interests ✓ Find opportunities to praise ✓ Use a restorative approach ✓ Actively seek to maintain an invisible thread – student interests, asking about the weekend/holidays (don't presume it was good), sports etc ✓ Explicitly show pupil is being kept in mind, e.g. 'I saw this and I thought of you!' etc. ✓ Identify why you want the student in your lesson, at 1:1 level, e.g. as check in at start of learning task ✓ Use of scaling (e.g. 5-point scales, Zones of Regulation) ✓ Give advance warning of questions, new topics or seating changes – time to think, process & raise any queries without fear of criticism ✓ <i>* See wider strategies under relational planning & pre-emptive de-escalation strategies</i> 	<p style="text-align: center;">Main strategies</p> <ul style="list-style-type: none"> ✓ Verbal explanations / instructions are supported visually ✓ Distraction-free environment where possible including seating plan supporting need for movement or to minimise distraction. When hyper-focused, do not interrupt ✓ Support discreet use of fidget tools ✓ Chunk tasks – list, number – to avoid feeling overwhelmed ✓ Encourage brief planning – 3 bullet points to support memory for longer written responses ✓ Use of visual timers ✓ Plan opportunities for unobtrusive movement breaks within class routines, e.g. handing out resources, opening the window, etc ✓ Trial word processing – allows students to brain-dump then reorganise ✓ Offer rest-breaks during prolonged responses, plus extra time ✓ Praise – recognise strong answers, use work as example for visualiser ✓ Pre-teach new topics – YouTube clip, Knowledge Organiser work, mind maps ✓ Set explicit revision tasks – don't expect pupils to automatically infer ✓ Support responses on whiteboards/post-its to reduce shouting out



Y/N?

Communication and interaction <i>There are concerns about...</i>	
the pupil's attention and/or listening skills – their ability to engage successfully with language	
the pupil's receptive language – their ability to understand spoken language	
the pupil's expressive language – their ability to use language to communicate with others	
the pupil's speech sound development – their ability to produce the sounds necessary for clear, intelligible speech	
the pupil's social communications – their ability to use language appropriately and successfully in social situations	
the pupil's uneven learning profiles and learning styles i.e. they do not follow the usual developmental patterns	
the pupil's communication skills e.g. verbal and non-verbal, ability to recognise the feelings or perspectives of others and respond appropriately	
the pupil's social development e.g. capacity to 'share interest' and/or 'share attention'	
the pupil's rigidity of thought e.g. ability to manage changes in routine	
the pupil's sensory skills e.g. over sensitivity or under sensitivity to sensory stimuli	
the pupil's cognitive development e.g. capacity to sustain concentration or self-direct their learning	

Cognition and learning <i>There are concerns about...</i>	
the pupil's lack of progress, even when differentiated teaching approaches are targeted at areas of weakness	
the pupil's performance levels i.e. they are below the level within which most pupils are expected to work	
the pupil's indicative test scores are below expected levels	
the pupil's attainment in underlying skills which is beginning to interfere with their ability to make appropriate progress e.g. skills in speech and language, literacy and numeracy	
the pupil's difficulty in dealing with abstract ideas, generalising from experience, and/or using problem solving skills	
the pupil's attitude and/or approach to learning which is restricting access to the curriculum e.g. pupil is demotivated, disorganised or lacks independent learning skills	

Social, emotional and mental health <i>There are concerns about...</i>	
the pupil's learning behaviour, which is negatively affecting the pupil's and/or peers' access to the curriculum	
the pupil's social behaviour, which is negatively affecting the pupil's and/or peers' access to the curriculum	
the pupil's emotional wellbeing or mental health, which is negatively affecting the pupil's and/or peers' access to the curriculum	
the frequency with which the pupil reaches the limit of normal school sanctions	

Sensory and physical*Areas of concern...*

the pupil presents with having a visual impairment which is affecting their learning and/or access to the curriculum e.g. holds books very closely or at an unusual angle, fails to respond to non-verbal instructions, loses place when reading, skips lines and struggles to find text on a page	
the pupil present with having a hearing impairment which is affecting their learning and/or access to the curriculum e.g. distractible in class, poor listening skills in a busy environment, asks you to repeat instructions	
the pupil presents with poor speech intelligibility, difficulty with recognising and responding to phonics, chooses to either avoid attention or is over demanding, limited vocabulary both receptive and expressive, immature grammatical structures in spoken language	
the pupil presents with having a multi-sensory need which is affecting their learning and/or access to the curriculum e.g. have a dual sensory loss where both vision and hearing are recued	
the pupil's physical skills/needs are affecting their learning and/or access to the curriculum	
the pupil's medical needs are affecting their learning and/or access to the curriculum	